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

# Quality Review Report

# 2015-2016

**P.S. 031 Bayside**

**Elementary School Q031**

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

**Principal: Terri Graybow**

**Date of review: February 10, 2016**
**Lead Reviewer: Claudette Essor**

# The School Context

P.S. 031 Bayside is an elementary school with 543 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 54% Asian, 9% Black, 22% Hispanic, and 15% White students. The student body includes 9% English Language Learners and 14% students with disabilities. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 95.9%.

# School Quality Criteria

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

# Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |
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### Findings
School leaders constantly communicate expectations for high levels of shared accountability for staff and student learning. All staff members communicate and partner with families to support expectations and learning goals for all students.

### Impact
There is mutual accountability for high levels of teaching and learning across the school, with strong home-school partnerships supporting student progress in meeting expectations for learning.

### Supporting Evidence

- School leaders communicate high expectations for teaching and learning through monthly calendars, bulletins, weekly staff meetings and professional learning events. All staff members receive ongoing professional development from school-based staff, including school leaders and teacher leaders, who support them in meeting all expectations. School calendars show emphasis on topics such as improving teacher proficiency in utilizing research-based strategies to infuse multiple entry points in all lessons and methodologies for working with English as a New Language (ENL) students and students with disabilities. Professional learning activities also focus on topics such as designing coherent instruction, assessment during instruction and engaging all students in learning. In addition, members of a professional learning team provide training linked to implementation of curricula, such as the new *Envisions* program in math and units of *Teachers College Reading and Writing Project* (TCRWP) curricula.

- Teachers reported that, in addition to visiting classrooms to view instructional practices and following up with specific, timely, and actionable feedback that addresses targeted aspects of the Danielson *Framework for Teaching,* school leaders hold them accountable for all expectations by examining student work and data regularly and modeling instruction for selected teachers, at times. One teacher reported that school leaders also provided all teachers with a flip book with Bloom's *Taxonomy* question stems to reinforce expectations for effective questioning and discussion in all classrooms. Another teacher noted school leaders provide opportunities for intervisitations and reviews of videos that illustrate elements of high quality instruction. All teachers also share best practices with each other as they take turns facilitating meetings as teams engage in planned activities each week.

- During Tuesday outreach sessions and throughout the year, teachers host conferences, conduct workshops, send texts and emails and make phone calls to families, to share high expectations for students. Families noted that events such as curriculum nights, family fun nights and arts nights along with workshops on topics such as tests, early childhood literacy goals, homework strategies and online learning tools, inform them of learning standards and expectations for their children. Monthly calendars, progress reports, tests that are sent home for their review and signature, and online portals such as *eChalk* and *Class Dojo,* expose them to curricula and keep them informed about their children's readiness for the next level. Families successfully partner with the school to support student growth through activities such as serving as librarian, funding prizes for events like the "Reading Around the World" initiative, serving as speakers for college and career awareness events, and helping with arts showcases, including a recent student production of "Lion King Jnr."

## Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |
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**Findings**

Across classrooms, lessons provide multiple entry points to rigorous learning for all students and facilitate their engagement in discussions. However, opportunities for deeper learning via in-depth discussions and extensions of tasks, especially for advanced learners, were not evident.

**Impact**

Although consistent application of scaffolds and multiple entry points results in high quality student work and high levels of student participation in discussions across classrooms, some lessons revealed missed opportunities to further elevate student thinking and foster ownership of learning.

**Supporting Evidence**

- In all classrooms visited, teachers provided visual supports and scaffolds for students to be highly engaged in learning. In a grade 3 class, the teacher used an interactive white board to present a mini-lesson about energy. She assigned differentiated tasks to small groups of students who engaged in activities such as examining pictures of objects, reading a handout with information about energy, acting out examples of forms of energy and using objects around the room to highlight different types of energy. Similarly, in a grade 2 class, after using an interactive whiteboard to introduce a mini-lesson with facts and opinions about ants, the lead teacher assigned differentiated tasks to groups of students, including ENL students and students with disabilities. Students worked with differentiated reading selections about ants and focus questions. With differentiated levels of support from four adults, they collaborated with peers to read, stop and jot and use a graphic organizer to record opinions, with reasons and evidence, related to their group's position.

- Student engagement in challenging work was evident in most classrooms, including a grade 5 class, where groups of students worked on solving differentiated word problems related to addition and subtraction of fractions with unlike denominators. They brainstormed strategies and models to interpret the question, determine the correct answer, and show their work. Grade 1 students were challenged to work with peers, using post its to gather ideas from differentiated selections about animals such as bats, penguins, snakes, sharks, tigers, horses or dolphins, and then use a thinking map to compare and contrast their animal to a human. By contrast, most students in a grade 4 class sat copying language from readings about the American Revolution into their notebooks. Several noted that they were finished because they had already copied notes on the same topic during a previous lesson. There was no additional task to extend thinking or advance their learning beyond the group task.

- In a grade 5 class, students engaged in peer-to-peer questioning and discussion as they enacted the role of "critical honest friend" while editing each other's written work. Using ideas from an excerpt linked to the text *Thank You, Mr. Falker* and from an opinion writing rubric and a handout with ideas to improve writing, they provided peers with feedback and specific next steps to improve the work. Students in a grade 4 class engaged in similar activities, rotating across literacy centers to complete differentiated tasks, based on close reading of passages to determine correct responses to multiple choice questions. Some students worked on a laptop or iPad while others read a task card with a selection and questions. Students scored peers' responses, presented rationales for correct answers and taught strategies for finding correct responses. The high level of peer-to-peer discussion and ownership of learning evidenced in these classes was not noted in other classrooms.

## Additional Findings

| Quality Indicator: | 1.1 Curriculum | Rating: | Well Developed |
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**Findings**

All curricula are aligned to Common Core Learning Standards and illustrate strategic integration of instructional shifts. Teachers constantly collaborate to refine curricula and design demanding tasks for all learners across grades and content areas.

**Impact**

A school-wide commitment to continuously deepening alignment of curricula to relevant standards results in coherently sequenced, Common Core-aligned units of study, with rigorous academic tasks designed to foster higher-order thinking and college and career readiness for all learners.

**Supporting Evidence**

- All units of study reflect alignment to Common Core Learning Standards and instructional shifts and emphasis on a school-wide instructional focus on "writing for a variety of purposes and audiences with sophistication and complexity appropriate to grade level". Curriculum calendars for all grades feature content linked to writing units from TCRWP and *ReadyGen* curricula which supplement literacy curricula and support the infusion of literacy-based tasks within interdisciplinary units of study. Unit maps and lesson plans reflect tasks that require students to engage in close reading of texts and cite evidence to support responses to tasks. Math curricula include the Common Core-aligned *Envisions* program and units of study linked to *EngageNY* resources and pacing calendars, aligned to the New York State and City scope and sequence, guide instruction in social studies and science.

- With *Full Options Science System* (FOSS) resources providing content for inquiry-based science projects across grades and Science, Technology, Engineering and Math (STEM) resources incorporated into units for pre-kindergarten classes, there are project-based tasks that require students to explore real world applications of math and science concepts and prepare critical reviews of reading selections on a variety of topics across disciplines. A task for kindergarten students involved writing about an animal, a task for grade 4 students asked them to write an essay on "All about Freedom" by researching the lives of historical figures, and a project for grade 3 involved students creating a question about multiplication and division and writing a story in which they explain and answer the question. Curricula for technology, media, art, drama, music and dance, including a ballroom dance residency for grade 5 students, add content that builds college and career readiness skills for all students.

- The school's curricula incorporate specific instructional materials for ENL students and students with disabilities, and lesson plans and unit maps illustrate forms of differentiation for students at all levels. Further, unit maps reflect the use of *Universal Design for Learning* (UDL) and *Depth of Knowledge* (DOK) tools to embed high-level questioning stems, instructional strategies and text resources for all students. Lesson plans show use of graphic organizers, manipulatives, visual cues, videos, paragraph frames and sentence prompts to support diverse learners, especially ENL students and students with disabilities, in rigorous learning. *Fundations*, a phonics-based program, supports literacy skills building in the early grades and the *Wilson* program provides intervention activities for the most-at-risk students across grade levels. Additionally, with remediation and enrichment activities from online resources such as *i-Ready, Lightsail*, and *BrainPop* integrated into units across content areas, all students have opportunities to complete demanding tasks with visual or auditory technology, which creates multiple entry points to their learning.

| Quality Indicator: | 2.2 Assessment | Rating: | Well Developed |
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### Findings

All teachers use formative and summative assessments, aligned to curricula, to create a clear portrait of student mastery of targeted skills and an accurate picture of student progress in achieving grade level and content area goals. Using assessment data, all teachers evaluate and track student progress on performance assessment tasks.

### Impact

Assessment practices result in all teachers providing actionable and meaningful feedback about student achievement and effective use of data to inform adjustments to curricula and instruction that contribute to increased mastery of learning targets for all students.

### Supporting Evidence

- Using a variety of task-specific rubrics, all teachers provide students with targeted and explicit feedback about their strengths and next steps for progress towards achieving learning goals for all grades and content areas. During the meeting with students, all of the students exhibited work samples to which a task-specific rubric, such as a narrative writing, math problem solving, and/or group work rubric, was attached. Further, all students interviewed during the Quality Review pointed to rubric-based teacher feedback with next steps in the form of "Glows" and "Grows". On a work sample with a grade 3 student's poster about kinetic versus potential energy, the "Glow" commended the student for showing "a clear understanding of the difference between the two types of energy" while the "Grow" advised the student to "add bubbles" to the poster to "show more examples of each of the two types of energy". A task-specific rubric was attached to the student's paper.

- Teacher teams reported that all teachers use common benchmark and culminating assessments, aligned to Common Core Standards and shifts, to evaluate student performance. The principal's Data Summary Book shows a variety of data reports, including spreadsheets with data from TCRWP benchmark assessments of students in all grades and Measures of Student Learning (MOSL) assessments in English Language Arts (ELA) and math. Embedded on-demand, beginning and end-of-unit and chapter assessments linked to the *Envisions* and *ReadyGen* curricula, Fountas and Pinnell assessments and *i-Ready* online assessments, provide additional data that teachers use to make curricula and instructional adjustments. Adjustments include grouping and re-grouping students and use of online resources for re-teaching and skills practice, as applicable to the diverse student needs detected across all data.

- Documents such as Independent Reading Level Progression Data, Student Profile Reports, *i-Ready* Details by Grade, and Intervention Screener Reports seen in the school leader's Data Summary Book illustrate tracking of individual student, class, grade and school wide progress across iterations of assessments. Color-coded spreadsheets with item skills data show student growth in areas such as independent reading levels and targeted math and literacy skills. Further, teachers' conference logs and assessment summaries contained in students' assessment folders indicate that all teachers regularly reflect on results of assessments and identify areas for enrichment and intervention in all disciplines. Teacher team meeting records also show ongoing analysis of assessment data and articulation of practices aimed at further improving levels of student mastery of targeted skills and content.

| Quality Indicator: | 4.2 Teacher teams and leadership development | Rating: | Well Developed |
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**Findings**

Teachers meet regularly in teams to systematically analyze their instructional practices and develop strategies to improve pedagogy and student achievement.  Distributive leadership structures allow for ongoing staff collaborations with school leaders.

**Impact**

Embedded systems and structures for teamwork result in all teachers constantly reflecting on and improving their pedagogy.  Distributed leadership leads to the implementation of structures and systems that deepen staff capacity to positively impact student outcomes.

**Supporting Evidence**

- All teachers meet weekly for common planning activities with peers on their grade level as well as teachers of students in all subgroups. Teachers of ENL students and students with disabilities collaborate with peers to develop strategies for addressing the academic and social emotional needs of all students. All staff members also meet on Mondays and during a designated time on Tuesdays to engage in a range of professional learning activities, such as refining units of study, sharing and analyzing data, and strategizing to improve outcomes for ENL students and students with disabilities whom they have specifically targeted for interventions in each grade. School leaders noted that teamwork continues to improve teacher pedagogy, as per observations of teacher practice, and is accelerating student achievement school-wide, as evidenced by data from tracked on-demand writing assessments.

- Teacher team activities reflect shared practices as teachers discuss observations about students and identify strategies for adjusting instruction as needed to accelerate student mastery of learning goals and standards. During the Quality Review, members of a grade 2 inquiry team examined item skills data from iterations of assessments administered to targeted students in their classes. Using a checklist and opinion writing rubric, they looked at the data for trends, identified areas of growth, flagged common needs and discussed interventions. They concluded that across the grade, students needed the most support with elaboration and organization. Recommended next steps included creating a checklist that calls out the need for an introduction, evidence and reasons, and the addition of visuals to texts for ENL students and students with disabilities. Two co-leaders and a time-keeper facilitated the discussion and a recorder documented all meeting activities.

- Teacher leaders, including members of a curriculum committee and members of the school's professional learning, consultation, leadership, pupil personnel and vertical teams, all embody distributive leadership, as they work with school leaders and peers in implementing school-wide policies and protocols for effective teaching and learning, and keep school leaders and peers informed about all team meeting activities across the school. They provide critical input in selecting curricula, identifying the needs and concerns of peers and developing initiatives to address those needs. They also facilitate professional learning for all staff by leading grade meetings and turnkeying learning from offsite professional learning events. The principal reported that some help to vet new staff during the hiring process and all contributed ideas for a recent revision of the school-wide grading policy.