Quality Review Report

2016-2017

P.S. 022 Graniteville
Elementary 31R022
1860 Forest Ave.
Staten Island
NY 10303

Principal: Melissa Lamb Donath

Dates of Review:
October 20, 2016 - October 21, 2016

Lead Reviewer: Michele Ashley
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. 022 Graniteville serves students in grade K 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

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Well Developed</td>
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</table>

## Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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 the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Well Developed |

Findings

School leadership utilizes all faculty and support staff including paraprofessionals and nursing staff to ensure that every child is known well and receives the guidance and supports they need. Leadership aligns a variety of school culture initiatives to develop staff, engage parents, and create an assortment of student clubs and leadership activities.

Impact

Aligned efforts to support effective academic and social behaviors of students result in the adoption of positive academic and personal behaviors that are recognized within and outside the school community.

Supporting Evidence

- Students are known well by the adults within the school community. The vast majority of students interviewed shared the name of at least one adult in the school that they turn to when they have a problem or need help. School leadership engages staff to support individual students in crisis or with chronic absence. Students in crisis are part of a check-in/check-out program in which they are partnered with an adult they trust. That adult meets with the student before school begins and at the end of the day. During check-in and check-out students make a plan that involves positive choices. Students who have difficulty coping during lunch and recess can also opt to have lunch with members of the guidance team where they work on social skills or partner with a classroom teacher to assist or receive academic support. In addition, the school nurse checks in regularly on students who are at risk due to health concerns setting up health plans which include incremental exercise for students who cannot fully participate in physical education.

- All classrooms participate in Positive Behavior and Intervention Supports (PBIS) and Sanford Harmony lessons as part of the schoolwide Respect for All initiative. Teachers provide daily social and emotional lessons during morning meetings. Lessons address diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relations. Students set social and emotional class goals that are personalized and posted in classrooms. In one classroom visited the Harmony Goals included “always do your best.” In another classroom visited students self-assessed their level of perseverance by placing clothes pins on a posted rubric. The majority of students rated themselves at levels three and four, “I gave it my all.” Students interviewed stated that morning meetings give them a chance to talk about what is bothering them and make the rest of the day go smoother. A comparison of 2015 and 2016 student incidents and infractions shows a four percent decrease in overall incidents and a nine percent decrease in level three, four and five infractions.

- Leadership provides mandated family counseling in school and trains staff in the Sanford Harmony and Positive Behavior and Intervention Services programs. Faculty recognizes the effective adoption of positive behaviors through the distribution of Paws Dollars, which students use to purchase items in school. Faculty guides students into a variety of clubs and activities that encourage positive behavior. Students are hall monitors and can join a variety of clubs including the student council, conflict resolution team, technology team, art squad, Kiwanis Club or the nationally recognized school chorus. The school is also recognized for its work in the field of social-emotional learning by the Anti-Defamation League as a No Place for Hate School. It is also the first elementary school in the metropolitan district to form a Kiwanis Kids service learning club. Students interviewed shared that they participate in a variety of community service projects including raising funds to help fight Lyme Disease and writing and performing a song to support a teacher battling cancer.
Findings

Across classrooms teachers utilize a workshop model that includes small group instruction and questioning to provide multiple entry points for challenging tasks. However, teachers have yet to strategically integrate high-level supports and extensions for all learners.

Impact

While student participation is high, some students require teacher direction and prompting in discussions and the creation of work products, which limit opportunities for all students to extend their thinking and take ownership of their learning experience.

Supporting Evidence

- Across classrooms visited teachers utilized a workshop model that includes an I do, we do, you do format. Teachers use this method to model expectations for learning and conduct a guided practice to assess students’ readiness for independent instruction. In an English Language Arts (ELA) lesson on character traits the teacher read text aloud to a small group of students and asked students to determine if the character is hardworking or proud. She reminded students to think about why they felt that way. Students raised their hands to share out answers. One student responded that the character is proud because people like his work. The teacher reread the quote and reminded students to consider what the character is doing or saying in the text that makes him hardworking or proud. The level of questioning and use of text evidence present in this lesson was representative of the level of questioning and practices across classrooms. However, in most classrooms students respond directly to teacher prompting and there are missed opportunities for students to share their thinking directly with peers.

- Across classrooms, teachers use partner work and small group station learning to provide entry points for students. Teachers purposefully group students to work on particular strategies and/or partner them with students who can provide academic and language support. During a writing lesson students were assigned partners to support their writing goals. One student shared that her writing goal was to use supporting details in her stories and her partner checked her story to make sure she did. In a math classroom, differentiated groups worked on tasks, some with teacher support and manipulatives. A student who finished early was leading her group. In an effort to help the members of her group catch up she turned her paper to provide them with her steps and solution. The use of partners to provide support and compare solutions was seen across classrooms; however, there were missed opportunities for students to share their thinking while working and some students were unable to provide clear explanations of their process.

- Across all classrooms visited students were actively participating in their tasks. Student thinking and discussions were prompted by teacher questions as teachers led groups or moved throughout the classroom. During a math lesson, the teacher moved to each group sharing question prompts and encouraging students to talk with their partners. The teacher’s questions increased students’ levels of thinking and encouraged students to engage in high levels of peer to peer discussion. Partners shared estimates, created visual representations and discussed whether to increase or decrease values to get closer to their solution. The level of ownership and shared thinking present in these discussions has yet to reach the vast majority of classrooms.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Success criteria and learning objectives are embedded in a coherent way across grades and subjects. Teachers use student work to plan and revise Teachers College Reading and Writing Project, *GO Math!*, and City High School social studies scope and sequence units.

**Impact**

Clear expectations for success, revisions, and planning increase access for the lowest and highest achieving students, English Language Learners (ELLs), and students with disabilities and require all students to demonstrate their thinking.

**Supporting Evidence**

- Across grades and subjects, lesson plans and units include learning objectives and success criteria that are aligned to the Common Core Learning Standards. Academic tasks embed higher-order skills with a focus on writing from sources and using academic vocabulary. An ELA lesson includes the success criteria statement, “I can describe and make inferences about characters and other story elements,” and requires all students to describe a character by drawing on specific details in the text, including a character’s thoughts, words or actions. A grade five lesson includes the success criteria statement, “I can explain how a character responds to challenges,” and requires all students to explain how a character’s response to challenges in the text affects the theme of the story.

- Teachers across grades and subjects emphasize academic vocabulary. A grade one social studies lesson includes plans to focus on academic language and emphasize the shades of meaning for key vocabulary. For example, students review the meaning of old, older and oldest and grow, growing and grown. An ELA lesson includes plans to review the meaning of close-read, perspective, point of view, first and third person, main and secondary characters. A math lesson includes definitions for inverse operations, quotient, divisor and dividend. In this lesson students were required to demonstrate their understanding of the terms by labeling a variety of division equations. The curricular focus on academic vocabulary was evident during classroom visits as students were observed referring to vocabulary charts to complete their tasks and respond to teacher prompts. Content-based vocabulary charts adorned the walls in the vast majority of classrooms.

- Across content areas teachers revise curricula based on the analysis of student work to increase access for all students, and to ensure that each student can achieve the learning objectives and meet the stated success criteria. ELA teachers reflected on students’ areas of need identified from student work products to plan revisions to the Building a Reading Life and Studying Characters Across a Series units. To further develop students’ ability to develop their daily routine and become avid readers, teachers added more partnership reading, more time for self-assessing reading habits, an additional day to focus on strategies to monitor for sense, and lessons on retelling. To enhance students understanding of character traits and help all students distinguish between traits and feelings, teachers added lessons and supports based on Universal Design for Learning (UDL) strategies. Teachers added lessons on character change with specific evidence from short texts, character trait and feelings charts and sentence prompts. For example, “My character is…” and “I know because the text said…”

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31R022: October 20, 2016
**Additional Finding**

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Teachers use and create a variety of rubrics aligned to the academic and social-emotional curriculum. Teachers use common formal and informal assessments to monitor student learning outcomes.

**Impact**

Data from quarterly and on-demand assessments as well as formative daily assessments provides teachers and students with actionable feedback and teachers use results to adjust curriculum and instruction.

**Supporting Evidence**

- Teachers and students use rubrics to assess student learning and achievement of goals across subjects and to assess social-emotional learning. Rubrics accompany student work products in student portfolios and on posted student work in classrooms and hallways. Teachers adjust rubrics to align to developmental levels and include visuals or key words as needed for students in the early grades. A grade three math rubric ranges from one to four stars and assesses whether students use an effective strategy, provide a clear explanation of why an operation or strategy was selected and effectively use math vocabulary. A group work rubric ranges from one to three and assesses student focus, time on task and quality of participation. An independent reading rubric ranges from one to four and includes expressive statements at each level: Oops! (level one), So-so, (level two), Wow! (level three) and Outstanding (level four).

- Student work is accompanied by teacher feedback in the form of glows and grows and next steps. Teachers highlight rubrics to demonstrate students’ levels of performance, use glowing statements to highlight student strengths and use next steps to identify areas for improvement. A review of student work folders and displayed work demonstrates that teachers consistently provide feedback across grades and subjects. Teacher feedback on a math assignment stated, “You did a good job with the computations. Next time, label your work and use math vocabulary in your response.” Teacher feedback on a writing assignment included, “I like how you are using transitional phrases to begin your paragraph. Next time re-read your work for sentence structure.” In an ELA, a student reviewed feedback from a previous assignment in which she received a level one. Teacher-written feedback reminded her to include character traits and details from the story. The student stated, “I know I will get a three this time because I included two traits and two details.”

- Teachers use data from running records, on-demand writing and summative assessments to revise and adjust curriculum. A review of the Common Core Learning Standards achieved on the math unit assessments revealed areas of strength and weakness across the grades. Teachers on each grade used the math standards data to reflect and develop new strategies for student improvement. On grade five teachers identified that students continue to struggle with word problems. Based on that data, word problems are now embedded at the beginning of math lessons to provide additional practice and exposure to word problem language and vocabulary. In addition, grade five added mental math practice and math talk to lessons to strengthen fluency, number sense and operations. Using math talk, students use hand gestures to signal I’m thinking, I agree, I have an answer and a strategy or I have more than one strategy.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leadership consistently provides training and communicates high expectations for the use of formative assessment to plan instruction and provide access for all learners. Teachers systematically communicate academic and behavioral expectations to students through mini-lessons, and verbal and written feedback.

Impact

Consistency in expectations, continuous training and support result in a culture where teachers hold themselves accountable for student learning and students are prepared for the next level.

Supporting Evidence

- School leadership shared the belief that if all teachers utilize formative assessments to plan instruction and establish clear learning intentions, all students will have access to tasks that are cognitively engaging and promote higher-order skills. This expectation was expressed across all teacher team meetings and was the basis of teacher analysis of student work. Teachers shared a belief that data is driving instruction and is used to ensure that students are appropriately grouped to meet their learning needs. Across content areas students use success criteria to set expectations for their performance and own their educational experience.

- A member of school leadership attends all professional development sessions with teachers to build a culture of shared responsibility and to ensure that leadership is aware of what teachers need in order to be successful. Teachers hold each other accountable for the success of their students on and across the grades. During the language acquisition team meeting teachers reviewed team norms that had been created by the team members and read the last line in unison. One line states, “I understand that building a community of shared practices strengthens learning for all students.” During this meeting teachers practiced assessing student language acquisition with a conversation analysis tool (CAT). Teachers used the CAT to assess students’ videotaped conversations. Teachers shared that they want to norm their practice using the tool to ensure that their results provide accurate assessments of student language. Teachers provided their colleagues feedback as they worked together to get better at this formative assessment tool.

- Teachers share expectations for learning through clearly stated learning intentions and success criteria. Across classrooms students are able to articulate the expectations for success. Students in both the large and small group meetings shared that their teachers are preparing them for the next grade. Students shared that teachers are always trying to help them reach higher reading levels. Grade four and five students shared that making transitions for departmentalized instruction in ELA and math is getting them ready for middle school. Students also shared that they are getting more challenging work as the year moves forward. One student shared that the teachers are giving multi-step word problems and are teaching students to plan work time the way they will do in middle school. All students hold themselves accountable to meeting established success criteria. According to the 2015 School Quality Snapshot Next Level Readiness index, 93 percent of P.S. 22’s former grade five students pass their grade six math, English, social studies and science classes.
**Findings**

The vast majority of teacher teams engage in structured cycles of learning and there are embedded leadership structures in place.

**Impact**

As a result there is improved instructional capacity and schoolwide coherence that positively impacts student achievement. Leadership opportunities are embedded on every grade and provide teachers the opportunity to affect student learning.

**Supporting Evidence**

- School leaders established a variety of teacher teams led by teachers, with established norms and structures in place. Teacher teams meet frequently, follow a preset agenda and use research based protocols to ensure the effectiveness of their time together. Teachers from kindergarten through grade five are members of Common Core math, Common Core ELA, and language acquisition teams. Common Core teams work to unpack the Common Core Learning Standards. Teacher teams state that their work unpacking the Common Core has increased their capacity to make learning visible and create clear learning intentions and success criteria for students. All lessons collected included clear statements of the learning intention. Across classrooms visited, students were able to articulate the learning intention and expectations for success. Increased understanding of the Common Core has resulted in increased student performance in ELA. In 2015 student ELA proficiency was 24 percent and increased to 34 percent in 2016.

- Teacher teams participate in collaborative cycles of inquiry that include sharing of lessons learned, planning of intervention, implementation, reflection and adjustments. During each four-week cycle, teachers review student data to identify a specific goal to be addressed by the team. Teachers discuss possible causes of gaps in student learning and identify practices to implement that target the areas of need and establish indicators for success. Teachers collect evidence aligned to the indicators of success and reflect on the impact of the new practices and interventions. The language acquisition team is currently implementing practices to improve student use of academic language in conversation and peer to peer interaction. Teachers share implications across classrooms. Each spring there is a demonstration day where all teams share lessons learned and the impact of teamwork on student learning and teacher capacity. Last spring teachers shared lessons learned from station teaching and shared reading using Understanding by Design strategies.

- There are teacher leaders on every grade and teachers lead inquiry teams across the grades. Teachers also participate in the Learning Partners Program through which teachers partner with teams from other schools to study a problem of practice. Through this program the language acquisition team collaborates with several schools and is a host site to support partner schools in language acquisition and development. The language team selects a problem of practice and implements new strategies and tools that affect student learning. Special education teacher teams are partnered with the Teachers College Inclusive Project and pilot practices that affect instruction across the school. Last year, the special education teams implemented station learning and this year, learning stations are being implemented across grades and content areas.