Quality Review Report

2017-2018

P.S. 026 The Carteret School
Elementary 31R026
4108 Victory Boulevard
Staten Island
NY 10314

Principal: Laura Kump

Dates of Review:
October 19, 2017 - October 20, 2017

Lead Reviewer: Marion Wilson
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. 026 The Carteret School 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

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<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>Area of Focus</td>
<td>Proficient</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>Additional Finding</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>Additional Finding</td>
<td>Proficient</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>
</tr>
</tbody>
</table>

## Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<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>Area of Celebration</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

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

School staff collectively makes strategic decisions about the use of human, monetary, and instructional resources that they coordinate to support the school's instructional focus. Teachers have substantial time to meet and collaborate at least four times per week.

Impact

Students produce high quality and meaningful typed research projects, lab reports, lap books, info-graphic displays around units of study for fiction and non-fiction texts. Because of deliberately organized horizontal and vertical teacher team meetings, small group activities have improved students’ abilities to productively struggle and to complete challenging academic tasks.

Supporting Evidence

- The principal ensures that she collaboratively plans with the staff around the allocation of funds, space, technology, classroom libraries, and other teaching resources, which align to the school's instructional goals. There is a clear connection between these organizational decisions and the college and career readiness expectations based on the student work products produced. Almost all classrooms have extensive libraries arranged by genres, a plethora of manipulatives, and computers to help students produce rigorous writing and math assignments, as seen in student work folders and bulletin board displays.

- School staff purposefully coordinates supports with the Core Collaborative (S.I. program), the United Federation of Teachers (UFT) Teacher Center, and literacy and math consultants to help increase the quality of teaching, effectiveness of teacher teams. This then results in improvement in student outcomes in writing. The school values their students being able to read, write, and think critically. The school purchases materials to support the work of teachers so that students are writing more across content areas. There are many hands-on science materials, a preponderance of varied writing resources including lined paper and notebooks, and tablets and iPads to support writing. Teachers provide students with individual whiteboards, math, and literacy manipulatives for students to show their work. The school also invests wisely in materials to promote the arts, which results in students creating presentations, written and verbal, to demonstrate their thinking and understanding of subject matter.

- School leaders strategically schedule enrichment programs and cluster teachers to allow teachers to meet at least three times every week for common planning time. Additionally, the school’s schedule affords time for grade level leaders to meet with administration, plan interventions for students, and devise cognitively challenging activities for students. The quality of tasks has improved because of frequent teacher team meetings where teachers’ professional responsibilities focuses on looking at student work, teacher observations and anecdotal records, as well as day-to-day class activities to ensure that students are engaged and challenged during lessons.
### Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

#### Findings

While most curricula tasks are designed to help, students consider multiple meanings and interpretations, and take and support positions, this was not done in a coherent manner across grades and subjects. Student work and data from performance tasks help to inform curricula and revise varied rubrics for most students but not always for individual and high performing students.

#### Impact

As a result, academic tasks allow most students access to the curricula and provide opportunities for cognitive engagement. However, there were missed opportunities to utilize assessment data to plan extensions for higher-achieving students.

#### Supporting Evidence

- Tasks across most grades and subjects challenge students to think critically so that they can demonstrate their thinking in the work products they produce. For example, in one second grade lesson plan, the task required students to organize their observations and measurements of objects and events to prepare charts and tables. Tasks were written so that students had to explain their thinking. Picture cues, graphic organizers, and charts were listed as scaffolds to support students during the activity. In sample math tasks seen, students must provide alternative answers, discuss strategies that they used and write an explanation of their mathematical thinking. This was evident across most tasks and activities for the upper grades. However, there were missed opportunities in the lower grades to embed academic tasks in a coherent manner across subjects to push students with disabilities to demonstrate higher-order thinking skills.

- Rigorous habits and higher order thinking skills are visible in most tasks that require students to analyze, synthesize, create, and consider various perspectives. Tasks also include opportunities for students to grapple with real world problems while having to consider their conceptual understanding of mathematical and scientific terms. After reviewing a grade three mathematical performance task, teachers noticed that students were not able to use their knowledge of multiplication and division to solve word problems. The task was then revised so students not only had to pick a correct solution, but also had to provide an explanation and use one of the properties of operations in their answer. Most tasks afford students experiences to make inferences, ask questions, justify their reasoning, and incorporate strategies to show their work. However, sometimes, tasks do not require English Language Learners to demonstrate their thinking.

- After analyzing the results from the most recent June instructional reports, grade level teams decided to make changes to the placement of resources to support student learning. Most written documents reflect changes that the school made, based on students' reading levels, performance levels, and additionally, teachers’ observation of student learning. Unit plans and pacing calendars emphasize an integration of math and social studies into literacy elements for most units for the school year. Furthermore, an analysis of assessment data from standardized assessments and classwork revealed that students needed additional exposure and practice with application and algebraic thinking. Curricula documents emphasize the use of mathematical manipulatives to help students create models and provide a reasoning to support their answers. Revisions to lesson plans support English Language Learners and students with disabilities, yet some curricula documents do not explicitly include extensions or enrichment opportunities for high performing students, based on assessment data.
Findings
School leaders and staff believe that students learn best through responsive instruction that meets them where they are as learners, provide opportunities for independent thinking through engaging activities, and allows for student-to-student discussions.

Impact
Student research projects, graphic interactive board displays, and students’ notebooks reflect high levels of student thinking and participation, however, evidence of student ownership was not visible in a few classes visited.

Supporting Evidence

- The principal articulated that she believes that all students can learn but at different times and in different ways. She also articulated that students should have opportunities to work in small groups with hands-on projects. Teachers incorporate the workshop model to provide work and think time for students to work cooperatively and at times independently, depending on the nature of the task. School leaders and staff agree that students should be able to speak to one another using accountable talk stems, apply what they learned in tasks, and are a part of determining the success criteria for math lessons. In most classes visited, pedagogical practices reflect the school’s beliefs concerning student groupings. Teachers modeling for students, and teachers facilitating lessons were visible, however, not in the vast majority of classrooms. Teachers help students with close reading and incorporating vocabulary into their writing and speaking. In addition, students are encouraged to use math to choose the appropriate concept for application work.

- Most students in classes have opportunities to use accountable talk stems to support their thinking during whole class or small group discussions. There were missed opportunities for students to take the lead, ask questions, and dominate the conversation in a few classes visited since the teacher dominated through rapid-fire questioning to select students. For example, in an early childhood classroom, students were participating in a hands-on learning activity, comparing, and observing the dust products by different types of rocks. Students had to determine what type of dust the rocks would make if rubbed together. While there were some student-to-student conversations in the small groups, a few students dominated the discussion while others remained silent. Whole group conversations were primarily between the teacher and select students. In another classroom, the teacher facilitated the lesson while students led their small group discussions by asking each other questions about their investigations about the use of formulas for finding perimeter and area of rectangles. Both teachers and students encouraged quiet students to participate in the class discussion.

- There is use of academic vocabulary and evidence-based accountable talk built into lessons in the most classrooms visited during the visit. Students could explain what they are working on and why it is important for them to learn the content. In a few classes, teachers lectured and did not provide time for students to talk about their work, demonstrate their thinking, or meaningfully participate in the lesson. In a third grade Integrated Co-Teaching class, the learning target was for students to act and use strategies when it came to tricky parts of the book they were reading. Students had numbered tabs in their notebooks with a list of strategies that they could use to help them work through unfamiliar words and terms and challenge themselves to read texts that are more complex.
Additional Finding

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

Findings

The school utilizes the results from performance tasks and the Teachers College Writing and Reading Project assessments to determine student progress towards goals in reading and writing. Teachers consistently check for student understanding by asking questions and conferencing with students to make effective adjustments to group assignments.

Impact

Teachers use the results from regularly administered common assessments to adjust pacing calendars, revise lesson plans and curricula maps across most grades and subjects. Although most teachers check for understanding throughout lessons, there were missed opportunities for in-the-moment adjustments in a few classes.

Supporting Evidence

- Most teachers review the results from running records, performance tasks, and teacher created common assessments to see how students are progressing towards goals. This analysis helps teachers track student progress using varied standards-based assessments and helps most teachers make instructional decisions. While common assessments are used schoolwide, the system has not yet resulted in coherent and transparent tracking system so that school staff has a clear picture of student progress from a variety of data sources that demonstrate increased mastery for a diversity of learners.

- Teachers utilize the results from regular checks from understanding collected during lessons to make decisions about future lessons and determine group arrangements. Teachers ask questions to solicit student understanding and jot notes on a clipboard on what students shared and how students are working. Teachers collect and then utilize this information to make some on the spot adjustments. For example, several students during a fourth-grade math lesson could share that after completing the problem of the day on the standard they are working on, the teacher places them in groups so that they can complete station activities. Students also shared that each day the problem changes, and that the teacher uses this information and conferences with them about their understanding of the work. However, there were missed opportunities for varied use of ongoing checks for understanding to make effective adjustments in the lower grades.

- Students have opportunities to self-reflect and peer-assess their work at varying stages throughout the learning process in most classes. Most students could explain their use of student friendly rubrics and checklists that helps them understand their progress and current level of performance. Teachers have conversations with students and ask rapid-fire questions to check the pulse of lessons and make on the spot adjustments, as needed. Most written curricula documents reviewed, indicate data-based rationales for changes made to the existing pacing calendars or the need for revisions to rubrics, checklists, or materials that would support students’ learning needs.
Additional Finding

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

Findings

School leaders strategically communicate high standards of expectations for teachers focusing on effective questioning and discussion and small group instruction. Teachers and school leaders communicate with families with real-time information on the progress of their children as related to college and career readiness.

Impact

There is a culture of mutual accountability for expectations for teaching and learning through the school and both teachers and leaders provide support for one another. Families successfully collaborate with the school to receive support with helping children at home meet grade level expectations through videos and in school workshops.

Supporting Evidence

- School leaders and staff members work together in study groups, planning sessions, and other professional collaborations that are resulting in a high level of success in teaching and learning across the school. School administration sets a high standard for teacher performance and provides extensive professional development support with ongoing consultancy and coaching supports based on individual teachers’ needs, preferences, and strengths. The staff works diligently to meet those expectations and there is a level of reciprocity between all stakeholders.

- The principal shared and the vast majority of staff agreed that there is almost constant daily communication of effective teaching practices made through both formal and informal conversations with staff. Given the small school design, administrators and teachers interact daily to discuss and share best practices that will support more student-to-student discussions, data-driven small group instruction, and more students taking ownership of their learning in the classroom. Teachers receive training and support from administrators and teacher leaders to implement effective teaching strategies. Teachers receive ongoing messages about school-wide agreed upon non-negotiable teaching practices that should be implemented across the school including having a clearly displayed learning intention in the classroom, making students aware of key academic vocabulary for the lesson and including students in the creation of success criteria.

- Teachers, support staff, and administration help to provide real-time information and updates to families to help them play a purposeful role in their child’s education progress to help children meet college and career readiness expectations. Parents shared that they have many opportunities to attend publishing parties and learn about the expectations of the Common Core Learning Standards as it relates to students researching about animals for an animal study or presentations requiring extensive collaboration with groupmates. Most upper grade parents stated that they receive rubrics and checklists and then offered on how to help their children between assessing their level of performance. During the parent meeting, the majority parents commended teachers on their responsiveness for sharing information through the Class Dojo system, including sending home assignments, taking pictures of exemplary work as models, and communication about how their children are performing daily.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

**Findings**

Teachers systematically analyze their trends in classroom practice, results from performance assessment data, and samples of student work products on a weekly basis. Distributed leadership structures are embedded in the school’s day-to-day operations.

**Impact**

Because of focused and purposeful teacher team meetings, teachers are becoming more highly effective in their ability to assess for learning during lessons. Teacher leaders play an integral role in key decisions that affect classroom learning and influence curricula, pedagogical, and assessment practices.

**Supporting Evidence**

- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that informs their instructional practices which is leading to mastery of writing goals for groups of students. The fourth-grade team is comprised of teachers to the grade who utilize a protocol to monitor a variety of student data and their classroom practices that informs their instruction. As a result, more students across their classes are demonstrating mastery as it relates to the standard addressing writing informative and explanatory texts to examine topics and convey ideas and information clearly. Teachers have met, looked at the results of performance tasks and changed their methodology to help students learn how to research and write a cohesive info-graphic. During the teacher team meeting, teachers shared that they use the information from performance tasks to group students and adjust their practices according to students’ writing in English Language Arts, social studies, and science classes.

- Teachers have opportunities to serve as team leaders, coaches, mentors, and friends to new teachers. This embedded structure is deeply rooted in the school’s day-to-day structure and manner of operation. During both Teacher Question and Answer sessions, teachers overwhelming shared how they can play a vital role in decision-making that affects student learning. For example, teachers shared that they can make decisions about the school’s curricula program and changed how instructional materials that are incorporated across the school. Teachers also have freedom and creativity to try new teaching strategies with the support of administration. After each teacher meeting, teachers decided to create a bridge-to-practice document, which highlights the practical implications for the theoretical research practices they discussed.

- Teacher leaders are responsible for selecting priority standards aligned to the school-wide instructional focus that they were instrumental in developing alongside administration. School leaders give teachers autonomy to reflect on lessons previously taught, revise lesson plans, update standards progressions, and analyze success criteria. For example, because of teacher leaders examining trends and patterns from on-demand writing tasks, the school focuses on helping students to process information they receive on an inferential level so that it is evident in their writing including a careful synthesis and analysis of research rather than merely summarizing what they read. Lead teachers shared that they rotate responsibility in turn keying effective teaching strategies learned through the school’s partnership with the Collaborative Action Research Project (CARP). As a result, almost the majority of teachers has incorporated some type of formative assessment strategy and is memorializing student responses to adjust curricula documents.