Quality Review Report

2019-2020

P.S. 029 Bardwell
Elementary 31R029
1581 Victory Boulevard
Staten Island
NY 10314

Principal: Christine Zapata

Dates of Review: November 7, 2019 - November 8, 2019

Lead Reviewer: Lisa Wang
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. 029 Bardwell 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</tr>
<tr>
<td>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</td>
<td>Additional Finding</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 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</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 Quality Ratings continued

#### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<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>
</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>
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</tbody>
</table>

#### Systems for Improvement

**To what extent does the school...**

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<thead>
<tr>
<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>
</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>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</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>
</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 State standards</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Findings
The school’s approach to culture-building, discipline, and social-emotional support is informed by a theory of action that fosters social-emotional learning supported by staff and programs such as Restorative Circles. Structures are in place to ensure that individual students and their needs are supported.

Impact
A safe environment and inclusive culture support social-emotional goals and have a positive impact on student behaviors. School leaders meaningfully involve student voice in decision making to lead school improvement efforts and structures are in place to know each student well and personalize supports.

Supporting Evidence
- The school’s Community Charter, included in the schoolwide expectations, is designed collaboratively to ensure a trusting, respectful, and nurturing school environment through peer-to-peer support programs such as the Bridge Program, The Lock Council and the recently implemented, Restorative Circles. The council used discipline data and mandates from the Every Student Succeeds Act to guide their decision to implement Restorative Circles. Since the commencement of Restorative Circles, the frequency and intensity of student infractions on their Behavior Intervention Plans (BIP) has decreased. Students reported that they feel safe. In the second wave of the program, the goal is for fifth graders to be trained to facilitate Restorative Circles for their peers, once their training is complete. Teachers shared that restorative practices enable the school to dramatically increase the quality of school culture, especially when reshaping the idea of discipline and forging better relationships between students and adults. Parents shared that the school is very proactive and in constant communication with them. Because of this, they feel very comfortable with entrusting the school with their child’s safety.

- Participating in student government is a part of the decision-making processes and assists in promoting social-emotional learning and community activities. As observed, the upper-grade student government created an interactive wall outside of the main office with pictures and a brief video explaining who they are, why they love PS 29 and why it is important to “B Kind.” Student government also presents to all grades during assemblies on topics such as Respect for All, Bullying, Community Building, and Friendship. As a follow-up to a schoolwide read aloud of the Juice Box Bully, student government members created an interactive bulletin board encouraging students to make a promise to “stand up against bad behavior”; there are notes from students across grades about moments when they acted as upstanders during conflict or a bullying situation. Other students write about what they would do if they saw someone acting like a bully.

- Structures are in place so that each student is known well by at least one adult who helps personalize attendance supports and coordinate social-emotional learning. The School Leadership Team examined past attendance data to develop a schoolwide attendance initiative. School leaders and guidance engage in an inquiry cycle using the chronic absentee list to identify patterns and trends to develop solutions by partnering with each individual family. In reflection, the school support staff shared, “We made sure that each student had someone they can go to and trust.” As a result of these efforts, attendance data has increased by 1.7 percent over last year. In addition, teachers shared that they use time in grade-team meetings to discuss students with a focus on social-emotional well-being and attendance. Teachers shared that there is a protocol for them to maintain anecdotal behavior and share concerns with schools’ leaders and support staff, resulting in the implementation of an intervention plan to support students’ social-emotional growth.
Findings

Teaching practices reflect the belief that students learn best while engaged in collaborative tasks and discussion; however, this is not observed across the vast majority of classrooms. Teaching strategies consistently provide multiple entry points into the curricula for math and literacy.

Impact

Shared instructional beliefs and consistent use of scaffolds ensure that a range of students, including English Language Learners (ELLs) and students with disabilities, are engaged. However, there were missed opportunities to engage high-performing learners in challenging tasks and higher-order thinking.

Supporting Evidence

- Common practices in the math classrooms engage students to work collaboratively towards using the solve method and a math rubric to find solutions for multistep word problems. In one grade-four math class, the extension activity challenged students to come up with more than one solution using multiplication to solve a real-world math problem. A student shared with me, “I help my partner estimate. We are using the math rubric to see if our answer is a 3 or a 4. We are trying to get a 4.” In literacy, students use reading and writing progression checklists to align their work to genre-specific goals and success criteria specific to student grade-levels. In one grade-three independent reading lesson, students engaged in mystery reading. Students used their success criteria checklists to identify the key elements in mystery literature as they read. The school’s belief system is evident across classrooms; however, it was not observed across the vast majority.

- Teaching strategies and scaffolds consistently provide multiple entry points into the curricula for a range of students. Tasks were tiered for students below, at or above proficiency. In a fifth-grade writing lesson, the learning target was focused on building powerful arguments within their opinion essays. Students were working in homogenous groups, focusing on a task specific to their performance level. One student shared, “My goal is to work on putting enough details in my essay so whoever reads it will agree with my argument.” In a first-grade social studies class, students were engaged in a unit on exploring how Americans use symbols to represent important values. Students worked in groups to create symbols that represented the important values within their families. Groups were tiered according to the level of scaffolds, needed to support the writing portion of the task, ranging from a graphic organizer with sentence frames, a word bank, and an area for students to write freely without additional supports. However, there were missed opportunities for students to demonstrate higher-order thinking skills, especially high-performing learners.

- Across classrooms, students with disabilities and ELLs received supports such as guided reading, graphic organizers, and leveled readings. ELLs also worked in a small group as they received additional support from the teacher. In one kindergarten class, the teacher modeled how to use the tool kits which contained all the scaffolds available to students, and to write down the characteristics of their stuffed animals. Multisensory activities were implemented as students sounded out the letters, traced their fingers across the shape of the letter and copied the letters as they said them. The English as a New Language (ENL) teacher in the classroom worked with a small group of ELLs using manipulatives and providing guided support. However, there missed opportunities for higher-performing students to extend their thinking beyond the task criteria.
Findings

School leaders and faculty ensure that curricula are aligned to State standards and integrate the use of rubrics in math and success criteria in literacy. Curricula and tasks are planned and refined using student work, common assessments, and reading levels.

Impact

Purposeful decisions build curricular coherence and promote college and career readiness for all students. All students, including ELLs and student with disabilities, have access to the curricula and are cognitively engaged.

Supporting Evidence

- Curricular documents across grades and content areas reveal consistent alignment with the State standards. For example, in a fourth-grade lesson plan, the standards-based learning target, “I can write stories of real experiences with good techniques so I can provide evidence to support my opinion” is reinforced with a success criteria checklist reflecting the elements of writing an opinion essay. A grade-four math lesson on math modeling requires students to use a strategy to answer the word problem in their learning groups. Guidance built into the lesson for student support includes a standards-aligned checklist and math performance task rubric.

- Curricular documents include evidence of the integration of the English Language Arts (ELA) standards in assignments. A grade-four writing unit plan includes a variety of writing tasks, such as a letter to the teacher, mini stories and persuasive essays in which students must support their opinion with evidence. A grade-five ELA lesson plan focuses on opinion writing based on informational article on whether chocolate milk should be served in school cafeterias. The lesson incorporates student use of an online drive to access a folder with scaffolds, such as graphic organizers, in addition to utilizing writing progressions to outline standards-aligned expectations for students on grade level, a grade level below and a grade level above. Additionally, a review of unit and lesson plans reveals that students across grades are presented with a wide range of informational texts and tasks that ask them to think critically and form an opinion. Therefore, it is evident that the skills needed for students to be college and career ready are promoted in the curricula.

- Teachers use common assessments and reading levels to create student groups and identify supports to ensure access for all students. In a fourth-grade lesson plan, the success criteria such as “I can preview the text and study the text features” is aligned to the reading standard for informational reading on the topic, weather. Included in the lesson plan are differentiated tasks that will be assigned to students based on their reading levels. An additional language objective for ELLs is noted and aligned with the task. A grade-five math lesson plan indicates that students will be assigned one of three variations of a task based on the number of questions they answer correctly on the exit slip from the prior lesson. Teachers use student work and data to plan and refine tasks, including small-group mini-lessons for students who need additional support. Unit and lesson plans are housed on a shared online platform allowing ENL and special education teachers to add plans for an identified group of students in order to align supports.
Teachers use assessments, such as rubrics and success criteria checklists that are aligned to the school’s curricula and use common assessments to determine student progress towards goals.

Impact
Teachers provide feedback to students regarding their achievement. The results of common assessments are used to adjust curricula and instruction.

Supporting Evidence

- Across classrooms, teachers use assessments and rubrics aligned to the school’s curricula. For example, in all grades, teachers use the success criteria checklists and progression charts for reading and writing to provide feedback that is actionable for students. During the student meeting, students shared work showing actionable feedback from teachers using rubrics and checklists. In a math class, the teacher provided a rubric and a success criteria checklist for students to complete a task about solving numerical expressions using order of operation. One student work sample, the feedback read, “Next time, use more than one algorithm to prove your thinking. This will allow you to demonstrate superior understanding.” Students spoke about receiving actionable feedback verbally, on rubrics and on sticky notes. On a student’s opinion essay, the teacher’s feedback stated “Great job including evidence and an analysis statement. Next time, in your conclusion, leave your reader with a lingering thought.” On a nonfiction writing sample, feedback included, “Excellent job putting details into your own words. Next time put important details first.”

- Across classrooms, actionable feedback is evident in the use of glows and grows. Student work on bulletin boards reflect the use of sticky notes to highlight what students do well and suggestions to improve. Students also use checklists such as the success criteria checklist for reading mystery. In math classrooms, on student work on bulletin boards, the teacher posted a series of questions in response to students’ work in teams, “Is our math work shown in our plan to prove our solution?” or “Are there any other necessary facts?” and “Did you explain your thinking by giving a full sentence answer?” In addition, the teacher highlighted where each team fell on the math performance task rubric. Students share that they receive actionable feedback and the use of checklists and rubrics helps them see what they need to work on to improve.

- Teachers use common assessments to determine student progress toward goals and the data is used to make curricular and instructional adjustments. For example, across the school, teachers use ELA assessments such running records, pre- and post-unit reading and writing assessments and baseline assessments. Teachers use running records to assess student reading levels and use that data to guide students to just-right texts and differentiate tasks. Also, an analysis of reading-level data has resulted in implementing strategies such as the Reading rescue intervention for students reading at a level D so that teachers provide small-group instruction and individualized coaching strategies for reading and writing. Math assessments include baseline and mid-year benchmark testing as well as end-of-topic tests. Teachers create common formative assessments and exit slips for each lesson. Assessments for ELLs include fall and spring benchmark performance assessments. The 2018-2019 overall student scores that reflect a four percent increase on the State ELA exam and an eleven percent increase in the State math exam are beginning to demonstrate the closing of the achievement gap. However, school data has yet to show increased mastery for all students, with sixty-two percent students with disabilities and sixty-seven percent ELLs scoring levels one and two on the State math exam while seventy-one percent students with disabilities and seventy-seven percent ELLs scoring levels one and two on the state ELA exam.
Additional Finding

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

School leaders and staff effectively communicate expectations and feedback to families and students through structures such as phone messaging, grade-level activities, grade-contract packets and schoolwide communications. Guidance and advisement supports are in place for all students.

Impact

Through their partnership with the school, families have a clear understanding of the school’s high expectations and are aware of their student’s progress toward middle school readiness. All students utilize feedback and progressions to own their educational experience and prepare for the next level.

Supporting Evidence

- Staff effectively communicates expectations to families through grade-contract packets, back to school night, phone messaging applications, a parent handbook, an online grading platform and a weekly phone call message to teachers and parents. Also, the school has adopted a new website with an interactive interface for teachers to communicate with families. Upon parent login, the site translates all notices and announcements into the home language. Parents share that they appreciate teachers texting pictures of their children engaging in activities during school trips. All parents unanimously share appreciation for the weekly phone call from the principal which is translated into multiple languages, sharing important announcements, parent events such as writing celebrations and acknowledgements for members of the school community.

- Parents receive grade-level contracts highlighting academic expectations and how student grades are formulated. Parents shared they receive a package at the beginning of the school year containing an outline of the goals, units, activities, extension activities and, for fifth-grade students, a required community service plan. Parents stated they are regularly invited to workshops and conferences to learn more about the academic expectations and receive ongoing communication about what is taking place in various classes. Tuesday parent engagement time includes parent meetings and opportunities for parents to participate in grade-level activities with their children in science and the arts. One parent shared, “Teacher meetings are held with the parents, teachers and service providers. There is more time to talk with teachers and I get to see my child’s work.” The goal is to expand parent engagement time to include a series of workshops for ELLs and their families. Parent workshops also focus on middle-school readiness. Middle-school principals talk to the students and their parents about the application process and what to expect in middle school. Fifth-grade students shared that they go on middle-school visits so they can “make connections about what they saw and experienced and what they’ve learned.” Fifth-grade students visit Staten Island Technical High School to participate in the academic experiences that specialized high schools offer.

- Teachers utilize standards-aligned progression sheets and success criteria to gauge where students are academically and use that information to provide feedback towards student growth. Students unanimously state that they receive feedback through teacher assessment practices and have classroom experiences that help them get ready for the next grade and middle school. Both students and parents spoke of the reading and writing progressions and success criteria checklists. Parents shared that the progression for each unit is sent home with specific glows, grows and next steps for their child. One fifth-grade student shared, “The teachers are challenging us to do harder things. We are getting sixth-grade rubrics to help us with our writing and a sixth-grade checklist. I check everything I did for grade five and am starting to do work using the grade-six rubric.” Students utilize feedback and progressions to own their educational experience and prepare for the next level.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

Teachers are engaged in structured, inquiry-based collaborations such as impact teams. Consistent analysis of work products and assessment data for groups of students is an essential component of team meetings.

Impact

Teachers' participation in inquiry-based, professional collaborations support implementation of the State standards and instructional goals, and results in increased instructional capacity for teachers.

Supporting Evidence

- The newly established teacher impact teams meet and dissect the latest data which includes benchmark assessments, demographic data and student work samples, to refine unit plans, pacing guides, and specific lessons. A teacher of a self-contained bridge class shared that the impact team meetings are useful in determining the skills that the third graders have been successful with and what they will need when they enter the fourth grade. Teachers are using the impact teams to acknowledge and plan for the diverse population of learners at their school. One teacher explained, “We adjust lessons as we identify student needs. For example, we read a book about a kid who goes sledding and we discovered that many of our students had never been sledding before. We use our meeting time to find out what experiences our kids have had to plan for activities that connect to their lives.”

- Teachers reported that teamwork has strengthened their instructional practice by allowing them to learn effective strategies that build cohesion that they implement in their classrooms. One teacher shared how the impact team meetings helped to calibrate writing goals for the four-and five-year-old students. “Meeting with colleagues on your grade helps us to put our heads together on how to teach lessons.” A teacher who welcomed the implementation of the impact teacher teams stated, “The meeting time helps us to drive instruction in the fourth grade. We look at student assessments to see where they were successful or not. Then we plan what each of us can do differently.” Another teacher shared, “Teams have had an impact on my instructional practices. We talk about our lessons. I need to see something in action to implement a lesson in our writing unit on opinion pieces and my partner did a mini lesson for me.”

- Teachers meet in grade-level teams to determine ways to support students for whom they are responsible. Teachers use this time to analyze trends in student achievement data and student writing samples, and to adjust curricula for all grade levels and content areas. To support students with disabilities and ELLs, co-teachers utilize the newly implemented common planning time to design specialized instruction and scaffolds. During the impact teacher team observation, teachers used the success criteria in the ELA grade-four standard, determining the main ideas of a text and supporting details, to evaluate a pre-writing assessment on nonfiction. Teachers discussed the qualities of writing for each level of students. They noted the qualities and came up with next-step strategies. Teachers identify goals for each student tier and document their action plan on a shared online platform. Improved practice is observed within the lesson plans and coherence in implementation of scaffolds and small-group supports, resulting in progress for groups of students as observed on the ELA and math State exams for the 2018-2019 school year.