

# Quality Review Report 2013-2014

**The Bayside School**

**26Q031**

**211-45 46<sup>th</sup> Road  
Queens  
NY 11361**

**Principal: Terri Graybow**

**Dates of review: February 25-26, 2014**

**Lead Reviewer: Anita E. Saunders**

## **Part 1: The school context**

### **Information about the school**

The Bayside School is an elementary school with 524 students from Pre K through grade 5. The school population comprises 9% Black, 21% Hispanic, 14% White, and 56% Asian students. The student body includes 13% English language learners and 10% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 96.0%.

### **Overall Evaluation**

**This school is well developed.**

## Part 2: Overview

### What the school does well

- The principal and staff provide engaging, rigorous curricula aligned to the Common Core Learning Standards (CCLS) and the instructional shifts that offer meaningful learning experiences to engage all students. (1.1)
  - The Bayside School has purchased Ready Gen for the English language arts curriculum, supplemented by iReady and Teachers College Writing Units, all of which are Common Core Learning Standards (CCLS) aligned. Reading levels are also determined by Fountas and Pinnell. Envisions Math, is utilized and supplemented with Exemplars and Go Math. The social studies curriculum, often integrated in the Ready Gen units of study, and the science curriculum which is supported by Full Option Science System (FOSS) kits, are both aligned with the New York State Content Standards and the CCLS. The usage of these curricula has resulted in instructional coherence across all subjects and grades including the arts, music and physical education. Curriculum maps and pacing calendars have been adjusted to ensure that content and instruction meet the students' identified needs and increase literacy and mathematics. The New York City Department of Education instructional shifts are integrated in all content areas and noted in displays of Opinion/Argumentative and Informational Writing, and Mathematical Problem Solving and Reasoning with constructed responses, explanations and diagrams beginning in Kindergarten. All tasks are CCLS aligned and include a rubric to provide clear direction, assessment and feedback with next steps. An Informational Writing spreadsheet showed twenty three out of thirty students (77%) in an Integrated Co-Teaching 2<sup>nd</sup> Grade class moved at least one level on the rubric as did 90% of a Grade three class; supporting the schools goal of providing a curriculum that promotes college and career readiness
  - Teacher teams use a variety of data, summative and formative to continuously analyze student work to plan and challenge thinking for English language learners, special education, and high and low achieving students. Academic tasks, with multiple entry points are provided to allow students to work in small groups and display various ways to solve a problem. Students use a variety of self- selected thinking maps to plan writing, select research for their project and engage in activities that push students' thinking. These activities include an "Interviewing Famous People" project, informational reports and visual three-dimensional model displays. Classroom visits revealed evidence that as a result of the curriculum students are actively engaged in tasks and discussions aimed at challenging their cognition and enhancing achievement. For example, a second grade student had a thinking map displayed on the Smart Board for text features and along both sides had discussion prompts such as "I agree because..., I disagree because ..., Can you tell me more?...Can you show me where that happens?" Additionally, in a Kindergarten mathematics class, high level students were provided a task to write their own story problem, while some were writing a sentence and others wrote numbers. These appropriately planned activities enable students to have access to

curricula and tasks, be cognitively engaged and ensure thinking and reasoning skills necessary for future success.

- School leaders and staff regularly use a wide range of data and demonstrate a clear understanding of the performance progress of individuals, thereby effectively informing instruction and organizational adjustments (2.2)
  - The schools' assessments are CCLS aligned and collected by classroom teachers and school leaders on a regular basis. Assessments administered, analyzed and collected monthly by the principal include pre and post-tests for Ready Gen and Envisions, student work forms, and writing assessments; unit assessments, report cards, Fountas and Pinnell reading level assessments, science and social studies formative grade level tests, iReady and conference notes checked periodically. Rubrics are additionally posted on display boards, attached to work products and include "glow and grow" next steps. The school created its own report card two years ago and includes a Pre- Kindergarten and Kindergarten progress report. Student self-assessment checklists and exit slips for reading, writing and mathematics are embedded in instructional practices in all classrooms K-5, enabling students, including English language learners and special education students to indicate their understanding at the end of a lesson. For example, a fourth grader wrote on her exit slip that she really understood the American Revolution when she had to place and plan everything on the large brown envelope. As a result, teachers and students are engaging in feedback that provides information for appropriate planning, scaffolding and individualizing instruction to accelerate learning for all students. Tracking of all students' progress enables the principal and assistant principal to observe curriculum adaptations and the use of recommended strategies by the teacher teams for skills instruction for specific students highlighted and color coded, high, medium and low, on class spreadsheets. Teachers use this data to modify lessons plans and student grouping to promote student achievement and increased mastery. According to the New York State English as a Second Language Achievement Test 79% of English language learners showed growth from 2012 to 2013 and 63% in 2012 to 68% in 2013 passed. Furthermore 60% of special education students in grades five scored level three in English language arts when they were in grade three and then scored 80% in grade four, an increase of 20%. 80% scored Level three in mathematics in grade three and 80% scored level three and four in grade four, with 20% in level four, indicating increased achievement. Grade five general education students increased 7% in English language arts and 20% in mathematics from 2011-2012 based on 3<sup>rd</sup> to 4<sup>th</sup> grade New York State Education Department results. These results demonstrate the impact of the schools assessment practices as well as their ability to make effective curricula and instructional adjustments.
- The principal's strategic leadership promotes organizational decisions that clearly support different levels of goals to constantly improve student outcomes and student progress. (1.3)
  - The principal has carefully used her budget to purchase iPads for teachers as well as twenty seven small laptops to enable students to conduct research, engage in mathematics enrichment and close reading,

and provide additional academic tasks to increase academic performance for the lowest and upper third. The principal has additionally purchased “iReady” an assessment and individual instructional computer program to further identify areas of need and/or acceleration, art materials, lexile level software and new trade books for fiction and non-fiction reading. These decisions, including planning days for teachers, based on a plethora of summative and formative data, were made to support instruction and strengthen student achievement.

- Teacher teams meet weekly, once a month for grade meetings and twice a week before and after school on their own time to continue adapting Ready Gen and Envisions units, analyze student work, plan appropriate lessons with multiple entry points, and share strategies. Many teachers met over the vacation to continue planning. A vertical team consisting of representatives from each grade meets once a month. As a result, teacher team work and collaboration has produced engaging tasks for a variety of students, including English language learners, special education students, and high level students, increasing student achievement. Data revealed 27 out of 28 students in one grade five class and 28 out of 30 in the other grade five class moved up at least one level in reading from September to December. Similarly in a grade two class all students moved up at least one reading level with 15 students moving up more than one level. This data has been a result of improved instruction grounded in effective teacher team meetings. Currently, 90% of teachers moved up one level on the Danielson rubric for effective teaching since the first cycle of observations.
- Teachers benefit from an observation process that is grounded in the Danielson framework and the implementation of effective instructional techniques and strategies that lead to improved teacher performance (4.1)
  - The staff and leadership have studied and participated in professional development on the Danielson’s Framework for Teaching rubric for three years. The school believes that adults learn differently and professional development must be differentiated. For example, some teachers needed to learn how to color code a spreadsheet on the computer and requested a special workshop learning session. This endeavor reflects the school’s belief that adults learn best when they have trust to question and state their needs, and reflect with each other and the leadership. The principal has an open door policy for teachers to come in and talk, thus building trust. Staff says, “We all work hard to do well.” The school’s focus is continuously on improving instruction and curriculum aligned to the CCLS and instructional shifts with a variety of proven instructional strategies. Feedback from Danielson observations with next steps has helped improve instruction and 90% of teachers have moved from developing to effective and effective to highly effective on one of the domains. The principal and assistant principal visit classrooms to observe and monitor changes in practice and look at students’ work products. As a result, teachers are cohesively collaborating, sharing best practices and scaffolding instruction, growing professionally and ultimately improving student achievement.
  - The principal and assistant principal have completed four cycles of Danielson observations with one on one feedback sessions for each

teacher. The school has found that teachers are making improvement in questioning and each has been supplied with Bloom's Taxonomy of questioning resources. As a result of effective feedback, teachers are encouraging student discussions and classes have conversation prompts (Clouds), posted in every room. During a second grade reading lesson the teacher asked a question, fostering student to student to student to student response, indicating growth in the teacher's role as a facilitator and increased student engagement. Likewise in another second grade, the children used hand signals to indicate peer responses in discussions, rather than waiting for the teacher to call upon each one, again indicating the teacher's growth as facilitator. In a fifth grade each of six groups were working on a differentiated activity and using the conversational prompts in responding, indicating the teacher's growth in effectively planning multiple entry points and teaching students how to effectively engage in discussions. Additional professional development for questioning and student discussions is planned. The principal often models effective questioning using Bloom's Taxonomy. Inter-visits are used to support teachers in developing strategies based on their growth goals. For example, a teacher needing improvement in management has been provided with intra visitations, teacher modeling of various strategies in her classroom and lesson planning. Another teacher who is highly effective was given next steps for student to student discussions. As a result, clear expectations and supports are provided for teacher development.

- Principal and staff work as a unified team to create a calm, respectful, orderly and caring environment that results in student academic and personal growth (1.4)
  - The school has an orderly, safe environment with no suspensions. The children say they love school. Positive behavior is reinforced with "Student of the Month", "Citizen of the Month" and "Most Improved" for each class with a student certificate received at the monthly Parent Teacher Association meeting. Pictures of these students are displayed in the vestibule with a blurb written by each teacher. The Student Organization, consisting of two students per class, meets weekly with two teachers to voice their thoughts and opinions. For example, students asked and received more outdoor equipment and more Family Nights, from one to two a year to monthly evenings, now scheduled on Fridays. Students led the Penny Harvest and donated money to St. Mary's Children's Hospital and Tsunami victims. They also requested and received girls and boys basketball teams with cheer leaders, increasing school spirit, morale for the players and parent participation. Most recently they sponsored an anti-bullying poster contest entitled "No Place for Hate" and visited classrooms to discuss the topic, fostering positive relationships and awareness. The principal models and treats everyone with respect. She makes teachers part of the team and includes them in decision making, such as planning professional development, choosing materials and programs. The principal also has a Lunch and Learn group where she and teachers learn together. Her open door policy before and after school extends to weekends and evening hours for phone calls, texting messages, and seeking approval for lesson plans. As a result, a culture of mutual trust and support exists.

- Each student is known by at least one adult and the principal knows every child by name. One person on the Pupil Personnel Team is assigned to follow up on students and cases are reviewed monthly. The guidance counselor provides class workshops on Bullying, “How to be a Friend” and “No Place for Hate”, as well as schedules a socialization group and a “Banana Splits” group for children of divorced parents. The counselor also works with students individually to support their learning needs, for example, one child who has had temper tantrums in kindergarten and first grade has been provided with strategies on how to better express himself. The counselor worked with the student’s parents and checks on him consistently in class, and consequently, his behavior has improved.

### **What the school needs to improve**

- Strengthen opportunities for meaningful student engagement in lessons that motivate students to reach their highest potential through high level thinking evidenced in student work products. (1.2)

The staff believes all children can and want to learn and it is up to the teachers to find the best way to help them achieve, including exposure to all the arts such as drama, instrumental and vocal music, dance and visual arts, and sports. Teachers meet regularly to discuss student progress, plan and share strategies to increase growth and achievement. Teachers group students according to specific needs identified by data and provide multiple entry points and differentiated instruction. Student groups are flexible and teachers develop and use spreadsheets that are color coded, listing the groups in reading or math for the unit. For example, one 5<sup>th</sup> grade class had six different groups in close reading with differentiated questions to find text based evidence. Many teachers are using higher level Depth of Knowledge and Bloom’s Taxonomy questions and are including these in their lesson plans. Students are engaging in group discussions and are beginning to use the conversation prompts listed on clouds in the classrooms. For instance, in one class students were working on an extension activity and were engaged in a high level thinking discussion. Students sat in a circle facing one another to encourage student to student responses. A few teachers were assuming the role of facilitator and beginning to encourage student to student to student responses. However, these strategies were not consistent to the same extent in the vast majority of classrooms, thus preventing student engagement in tasks that result in higher level thinking and reaching their potential.

## Part 3: School Quality Criteria 2013-2014

School name: The Bayside School PS 31	UD	D	P	WD			
<b>Overall QR Score</b>				<b>X</b>			
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
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?				<b>X</b>			
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?			<b>X</b>				
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?				<b>X</b>			
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				<b>X</b>			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				<b>X</b>			
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products?				<b>X</b>			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?				<b>X</b>			
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?				<b>X</b>			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				<b>X</b>			
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			<b>X</b>				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>