



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

P.S. 22 Graniteville

Elementary School R022

**1860 Forest Avenue
Staten Island
NY 10303**

Principal: Melissa Lamb Donath

**Date of review: May 5, 2015
Lead Reviewer: Kim Lisa Hampton**

The School Context

P.S. 22-Graniteville is an elementary school with 1067 students from grade kindergarten through grade 5. The school population comprises 24% Black, 55% Hispanic, 12% White, 7% Asian and 2% other students. The student body includes 13% English language learners and 20% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2013-2014 was 92.8%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Celebration	Well Developed
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Finding

Across the vast majority of classrooms, teachers use assessments and rubrics that are aligned with the school's curricula and offer a clear portrait of student mastery that consistently reflect the varied use of ongoing checks for understanding and student self-assessment.

Impact

Actionable and meaningful feedback is provided to students and teachers regarding student achievement. This allows for effective curricula adjustments to be made in order to meet all students' learning needs hence, providing opportunities for students to become aware of their next learning steps.

Supporting Evidence

- Across the vast majority of classrooms student work had a rubric attached to it with next steps. Rubric language was aligned to the curricula and tied to the feedback provided to students. For example, the targeted feedback highlighted student strengths and gave specific strategies and examples as to how students could begin to add more relevant details, expand their thoughts to think deeper and infuse more domain specific vocabulary in their writing.
- In all classrooms visited teachers took low inference data while circulating to capture the learning. In a fourth grade integrated Co-Teaching class, both teachers used checklists to assess student understanding and identify patterns and trends in their learning. Based on that data, students were grouped accordingly and given specific work to meet their needs. In a general education fifth grade class, the teacher used her iPad and the Zip Grade App to provide strategic grouping of students. Students were given an exit slip; had to answer the question and explain their thinking. In addition, they had to self-assess using a detailed three- point rubric: In a third grade general education class, the students were grouped according to data, and the teacher used a checklist to capture the learning. Each group had different activities that were aligned to the math topic.
- Throughout classrooms varied ongoing checks for understanding such as thumbs up, thumbs down, exit slips, the three-point self-assessment rubric, turn and talk, and questioning technique were evident. For example, in the third grade general education class, students were grouped according to Tiers. Some students were in the reteach group, others were in the practice group and other students were in the enrichment group. The students could articulate why they were in that specific group, and what they needed to learn in order to master that particular concept.
- Across the vast majority of classrooms, the students used the three- point self-assessment rubric in all grades and subjects. There was evidence of assessment criteria on student work displayed in the hallways, classrooms and in student folders and notebooks. At the student meeting, every student from grade one through grade 5 selected a piece of work that they were proud of. Every piece of work had a rubric, and the students could articulate what they did well, and what they could have done better.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Finding

Across classrooms, teaching practices are aligned to the Danielson Framework for Teaching the instructional shifts and reflect an articulated set of beliefs about how students learn best. Teacher practices provide strategies to serve as entry points for challenging tasks. However, extensions for learning are not always strategically executed.

Impact

Opportunities for challenging tasks have not as yet been sufficiently embedded for all learners to demonstrate higher order thinking skills in student work products.

Supporting Evidence

- Teachers engaged students in challenging work, which required reasoning and thought. For example, in a fourth grade Integrated Co-Teaching class, the students had to compare two texts and interpret the theme using text evidence to support their thinking. Students worked in groups, and each student had a role: However, in some classrooms higher level supports were varied. In the third grade dual language class students engaged in a turn and talk based on low level questions. For example, “why the author changes Cinderella from a girl to a boy. “ When students raised more rigorous questions and showed evidence of understanding complex vocabulary, the teacher did not extend the learning opportunity this presented. In a first grade general education class, students were engaged in independent reading. There was evidence of high reading ability but there was a missed opportunity to advance their learning.
- During the summary of a fifth grade lesson, students were involved in completing an exit slip to determine their understanding of ounces and pounds. They had to explain their thinking and write the steps they used to solve the problem. There were several ways students answered the question and explained their thinking. The teacher supported students by prompting them to build upon their prior knowledge, use the anchor charts and to remember that there were several ways to solve the problem. Every student used the three- point self-assessment rubric. In a fourth grade class, the students were working in groups on angles. Some students were using the wooden shapes, other students were using a piece of paper to determine right angles and another group was working on an enrichment activity thus addressing all the students’ varied learning needs.
- In a fourth grade Integrated Co-Teaching reading lesson, students were provided with two texts and they had to interpret the theme of the texts. Some students with disabilities were able to provide work products reflecting higher order thinking and the use of scaffolds and supports from their group mates. Although the task was planned using scaffolds and extensions such as partnerships, checklists, and choice of graphic organizers, these did not assist all students. While one student demonstrated a lack of understanding of the purpose and importance of the activity, other students were able to make a connection to the importance of the task. For example, one student stated, “Cranes and household appliances use electro-magnets to work.” “Cars and planes contain motors that use magnets ... we need them (magnets) to help create electricity so we can get around.”

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Finding

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and or content standards. Lessons are planned and refined using student work and data so that individual and groups of students including the lowest and highest achieving students, English language learners and students with disabilities have access to the curricula.

Impact

Purposeful curricula decisions build coherence and promote college and career readiness for all students. Refined curricula ensure that diverse students have access to rigorous academic tasks while being cognitively engaged.

Supporting Evidence

- Across the vast majority of classrooms, lesson plans included variations of differentiating instruction to both modify instruction for students who need additional assistance as well as extending and challenging the content for those which require increased rigor and engagement. For example, in the fifth grade math class, the teacher included specific lessons and materials for her Tier 1 group, English language learners and enrichment group. In the first grade class, the teacher had post-its with different questions, and revised the texts for the different groups. In addition, she switched students into different groups as needed.
- P.S. 22 has established a “culture of refinement” where all curriculum plans and lesson plans are aligned to the Common Core Learning Standards and reviewed prior to and after the implementation of the lesson. Based on the formative assessment data, teachers modify and refine their lessons to ensure that all learners can effectively access the curriculum and demonstrate their thinking. For example, in a second grade class the teacher refined her lesson and created strategic reteach and enrichment groups. In the fourth grade Integrated Co-Teaching class, the lesson was also revised according to the students’ understanding of theme. Students were strategically grouped based on this data.
- Tasks are planned and refined so that all students can access an engaging curriculum. For example, math tasks and questions were refined to provide the highest achieving students more opportunities to explain and demonstrate their thinking and enhance rigor. This was visible in the fourth and fifth grade lesson plans which contained activities for the strategically grouped students. Both included prompts toward the development and synthesis of ideas in problem solving and explaining their thinking. The lesson plans that were reviewed included a variety of open- ended questions that would allow students to think critically regardless of their entry point. Students had to explain their thinking as well as use text evidence to support their explanations.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Finding

School leaders, staff, parents and students all participate in fostering a school culture that consistently communicates and engenders high expectations for current and future achievement. Through the use of the Danielson Framework for Teaching, school staff sustains school wide expectations that inform instructional guidance and support.

Impact

Clear expectations and communication result in students, their families, and all teachers having a culture of mutual accountability for those expectations ensuring that students are prepared for the next level.

Support Evidence

- School leaders consistently communicate high expectations to the staff regarding professionalism, instruction and expectations. Training through a variety of venues such as, Danielson focused weekly professional development sessions, observations and feedback, school calendars for staff and families, departmental and grade team meetings and common planning meetings is provided. The school community collaborates with existing middle schools, and provides opportunities for college and career introductions. For example, students engage in real life learning situations through a variety of community experiences. P.S. 22 was adopted into the All Island Kiwanis Club as the first elementary school in the metropolitan division to form the K-Kids Club. Through this partnership students take part in community service learning projects that benefit the school and the larger community. P.S. 22 is rich with musical talents as is evidenced by their internationally recognized school chorus. Celebrated performances include their singing at President Obama’s second inauguration, and singing the finale at the 83rd Annual Academy Awards.
- School leaders have implemented weekly inquiry team meetings for teachers to analyze student data using formative assessments. Team meeting minutes and identified interventions with follow up are captured on Google docs that is shared with all staff so all teachers are aware of student needs and the strategies implemented on different grade levels. This structure has strengthened pedagogical practice and prepares students to reach the next level of student achievement.
- During the parent meeting, parents shared examples of how the school provides them with targeted and timely information regarding their child’s progress. In addition to notes, emails and texts, they stressed how teachers find time to personally meet with them to discuss what they can do at home to further assist their children. The parents enthusiastically spoke of how the school ensures their child engages in self-assessment practices prior to completing homework and or projects. In addition, related how their children explain their thinking when completing math and science assignments. During the classroom visits, there was evidence of students citing textual evidence, self and peer assessing, explaining and demonstrating their thinking and showing how they are becoming prepared for the next level.
- During the student meeting, every student from grade one through grade five clearly articulated the high expectations that the school has set. For example, they were able to speak about Common Core aligned curricula, assessment practices using the school wide three point self-assessment rubric, and how they had to always explain their thinking and use text evidence. Each student selected one piece of work and could clearly speak to what they did well and what they needed to improve in order to be prepared for advancing to the next level. . When asked, “What is the best thing about this school”, students replied: “This school is inspiring, encouraging, it helps me to be the best me I can be, and it is a Bully Free Zone; there is always someone we can go to if we have a problem.”

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Finding

All teachers are engaged in collaborative inquiry based professional development. Distributive leadership structures afford teacher teams the opportunity to make key decisions about teaching and learning through the analysis and revision of curriculum and student work products.

Impact

The work, frequency and variation of teacher teams provide all teachers with opportunities to engage in shared leadership. This professional collaboration results in improved teacher capacity and student outcomes across the school community.

Supporting Evidence

- Teacher teams utilize action research protocols as a method of bringing shared accountability to the collaborative meetings. Typical tasks include developing grade-specific writing strategies to improve student’s ability to respond to text questions. In a fourth grade teacher meeting, teachers reviewed student data around theme. They identified common trends and patterns presenting challenges to their students. Based on the data, the team identified organizational skills as a focus and together decided to use the strategy of color coding.
- At both team meetings attended, teachers articulated how the inquiry cycle has structured professional collaborations allowing opportunities for co-planning and inter-visitations to observe best practice. Through collaborative planning lesson plans are written, and curriculum maps are aligned to the Common Core Learning Standards. As a result, best practices are shared school-wide and instructional coherence is developed. Upon implementation of practice, student work products are analyzed again
- As a result of data analysis review teachers made changes in reading units. After consulting with their support from Teachers College and arriving at consensus with the administration for example, The American Revolution unit was revised. Lessons were refined to purposefully incorporate more skills that the students had not mastered.
- All teachers take responsibility for establishing priorities and providing mutual accountability throughout the school through the wide breadth of collaboration and professional growth opportunities. Grade, inquiry and common planning meetings ensure that all staff demonstrate an integral role in virtually every major decision affecting student learning and achievement throughout the school.