

# IMPACT TEAMS

Developed by Paul Bloomberg and Barb Pitchford



## One School's Journey

PS 26, The Carteret School  
Impact Teams | Case Study

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For more information about Impact Teams visit [LeadingImpactTeams.com](https://LeadingImpactTeams.com)

# Case Study:

## PS 26 The Carteret School

### School Profile

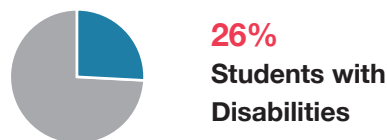
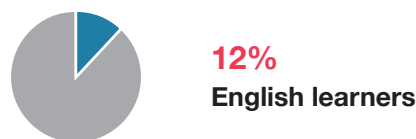
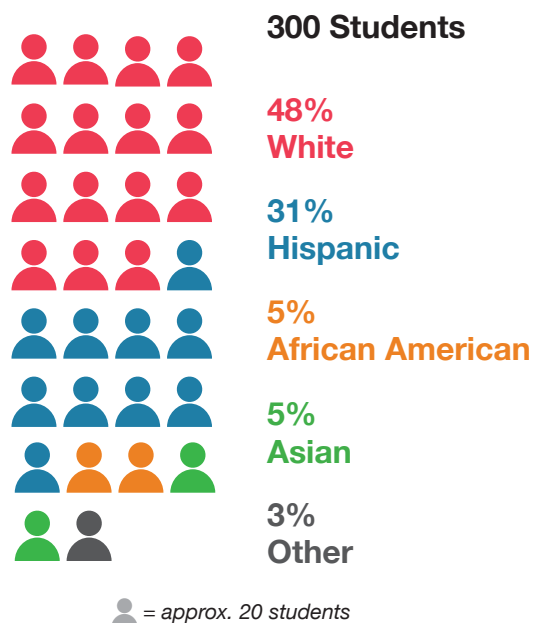
**PS 26, The Carteret School, is a public preK-5 school located in Staten Island, NY.** PS 26 is one of the oldest (physical plant) schools in Staten Island. There are about 300 students. The demographics of the school are 13% Asian, 5% African American, 31% Hispanic, 48% White and 3% Other.

The population is diverse and includes:

- ▶ English Learners (12%)
- ▶ Students with Disabilities (26%)
- ▶ Socio-Economically Disadvantaged (45%)

### Problem of Practice

PS 26 had a major and immediate issue to address. The culture and climate of the school was in great need of attention. There had been a series of situations and opportunities that led to a very difficult climate where the students were permitted to behave in a way that created great distraction and made learning and positive habits a challenge. As one can imagine, because the climate was in such need, the overall learning and performance of students was not moving in a positive direction. The first thing the principal did was build a climate of respect and positive choices including accountability for student behavior. This slowly but surely began to have an impact on the teaching, pedagogy, and learning expectations for students. One of the greatest observations and concerns made was that both students and teachers felt that their voices were not heard. **Once addressed, the school began to make positive changes that allowed a shift to focus on improving teaching and learning.**



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### Our Learning Goal

The School began its work by addressing the culture and climate. Once the climate began to improve, the next issue was to empower teachers to regain their creativity in teaching and responsiveness to student needs. As this series of positive actions and feelings built over time, it then became possible to support teachers in deepening their understanding and expanding their skills in the standards they teach. This move soon uncovered the next major piece of work, that is, supporting teachers to have a common and deep understanding of the target standards. Much time and effort was spent discussing and working to understand what a rich unit of learning would contain and how targets for students can be supported and assessed.

**“This collaborative work further built strong and positive relationships with teachers because they could see much more clearly the cause and effect of what they did with students and their impact on learning.”**

The School continued on this path of building clarity of the standards and knew that if they kept working at this that student performance and achievement would improve.

**“The work that we have done with Impact Teams has given me a concrete way to convey to my students’ clear expectations so that they can be successful.”**

- Stacey Hlad, Teacher

**“These systems inspire students to become more self-aware of how they learn.”**

- Erica Zocco, Teacher

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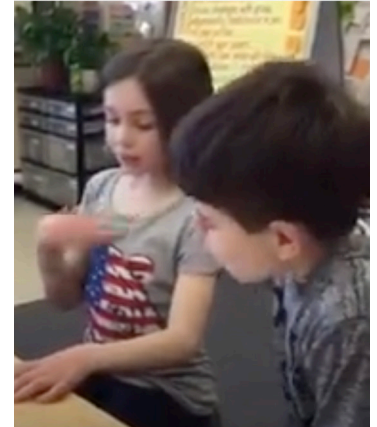
### Why Is This Important?

PS 26 was correct in its belief that student performance and achievement would improve if teacher clarity was sharpened. In fact, as the School continued focusing on this they began to further tighten their performance expectations for students.

One key output the School wanted to strengthen and support was student voice, having students be confident and accurate in knowing where they are in their learning and what they recognize as their next steps to further improve.

**“This practice of building student ownership of learning and being able to speak to it was very empowering for both students and teachers.”**

Teachers now make it a common practice to expect students to self-assess regularly and practice speaking about their current performance and how they expect to improve. Collaboratively building teacher clarity across grade levels and then building student proficiency and confidence in identifying their current performance and next learning steps has allowed PS 26 to dive deep into high impact practices and create a targeted focus in both application and transfer. This combination of practices allows teachers to be timely in their response to all students' learning needs and has resulted in improved achievement.



**Partnering with students to support self- and peer assessment drives improvement across units and years.**



**Watch** this teacher-supported peer feedback reflection session.

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### Steps to Success

#### 1. Focus on Climate

PS 26 began their journey with a focus on climate. They knew that if students and staff didn't feel that the school was a welcoming and emotionally safe place to be that consistent and deep learning would never take place.

#### 2. Develop Clarity

As climate and student accountability began to improve, the School provided professional learning opportunities for teachers to dive deep into the focus standards and collaboratively develop clarity across grade levels.

#### 3. Expectations of the Focus Standards

This dive into clarity uncovered the reality that the School's curriculum needed updating and a complete overhaul. This led to a powerful partnership with a local University to use a research-driven curriculum in ELA and Math. The teacher teams began having powerful collaborative conversations on the grade level expectations of the focus standards.

#### 4. Refinement of Units and Learning Expectations.

The more time that was spent in the building and supporting teacher understanding of the standards and curriculum led to even more precise team work and further refinement of units and learning expectations.

#### 5. Analysis of Student Work

Teams were now excited to look at student work and performance because they had a much clearer view of the expectations of the focus standards. Teams used the Impact Teams protocol *Evidence, Analysis, Action – Analysis of Student Work* with skill because it provided an opportunity to identify root cause as well as the collaboratively designed targeted actions that they valued. It made a difference in student learning and they (teachers and students) could see improvement.

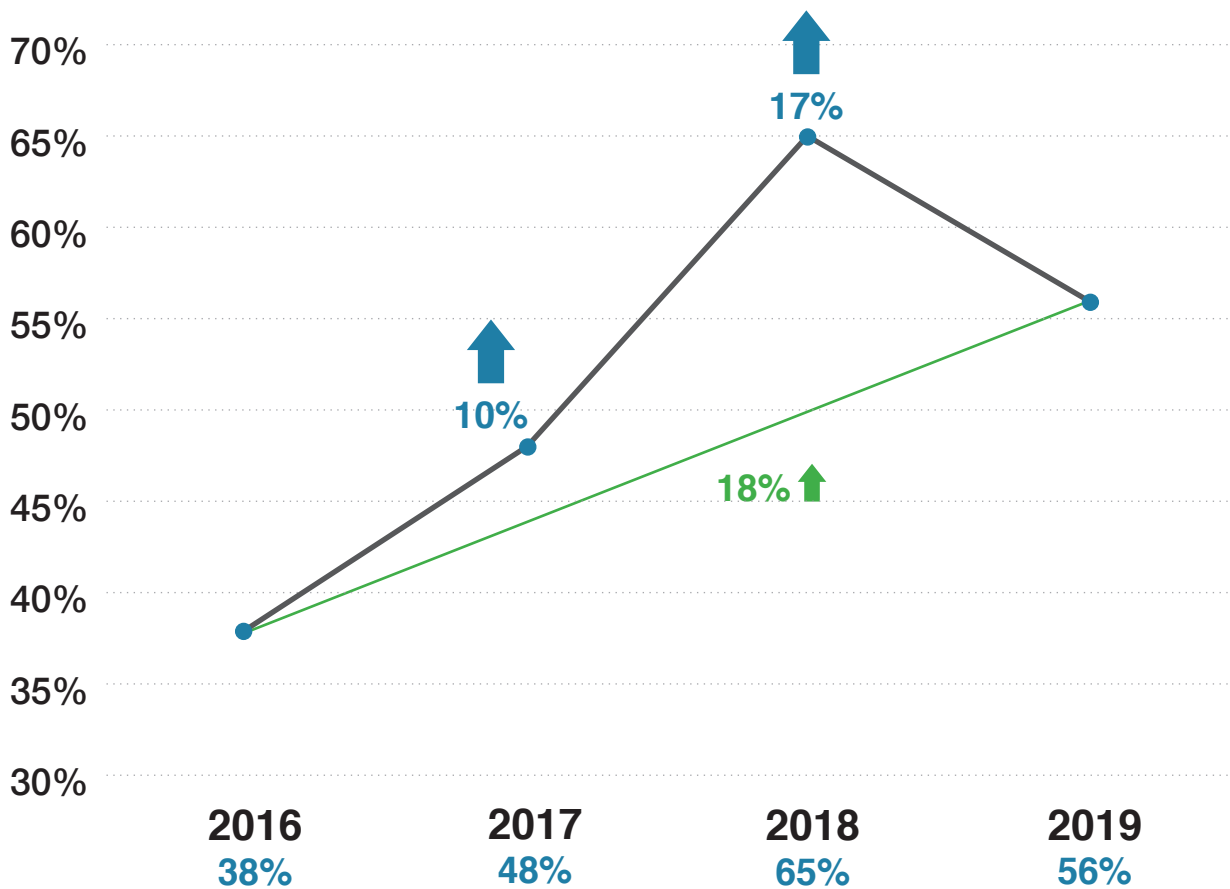
#### 6. Improved Clarity

PS 26 now has a clear pattern of examining high priority standards and diving deep into not only understanding what the student work should look like but how to respond to students' needs. This improved clarity has allowed the School to set even more targeted student performance goals in the areas of application and transfer.

# Case Study: PS 26 The Carteret School

## Data Set 1 - English Language Arts

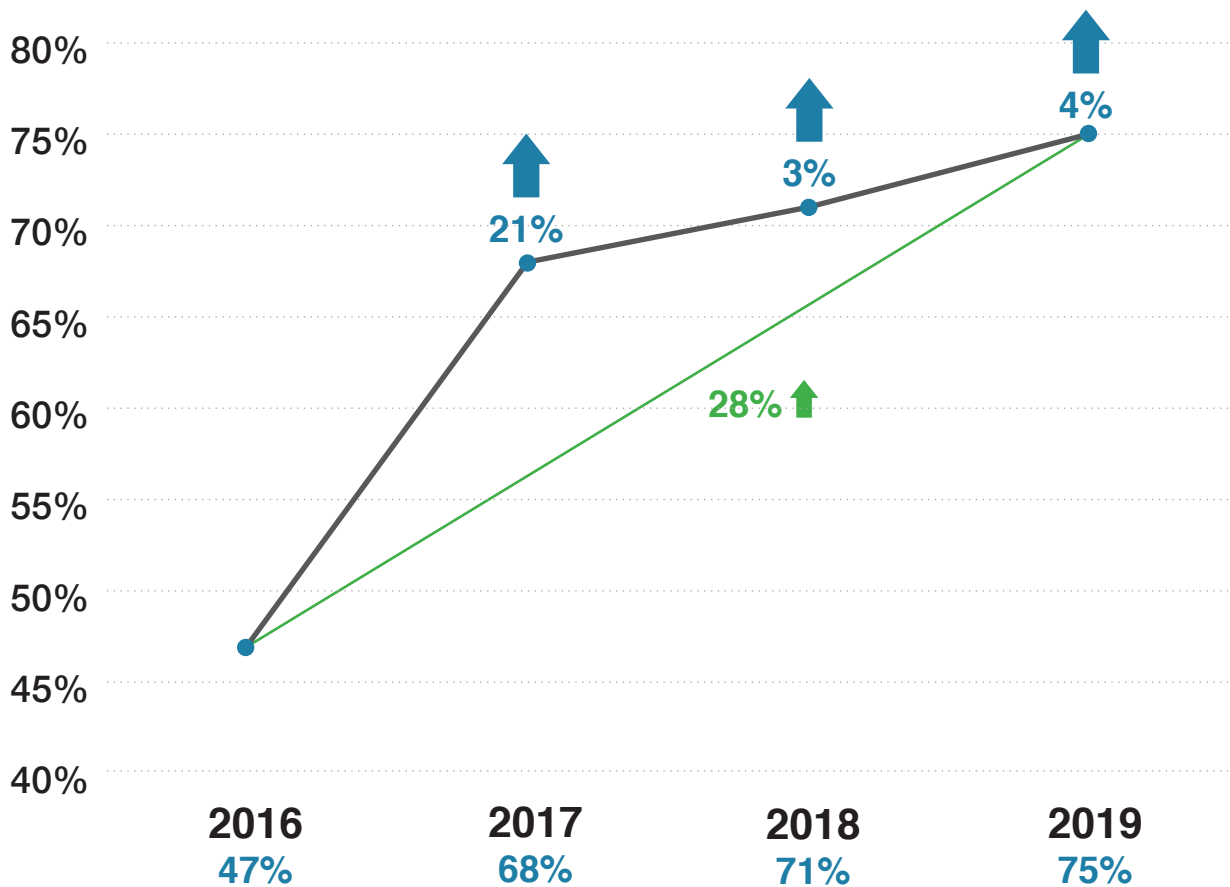
These data show the steady gains by P.S. 26 in ELA as measured by number of students scoring 3 or 4 on the State Test. **PS 26 has increased 18% over the span from 2016 to 2019.**



# Case Study: PS 26 The Carteret School

## Data Set 2 - Mathematics

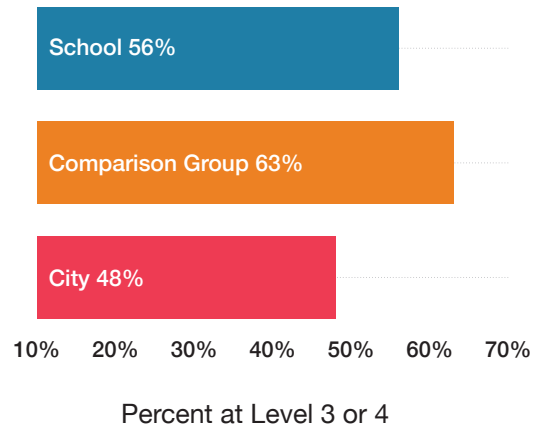
These data show the steady gains by PS 26 in Mathematics as measured by number of students scoring 3 or 4 on the State Test. **PS 26 has increased 28% over the span from 2016 to 2019.**



# Case Study: PS 26 The Carteret School

## Data Set 3 - English Language Arts

These data show the comparison gains by PS 26 in ELA as measured by number of students scoring 3 or 4 on the State Test. The comparison is shown against a New York City “Comparison Group” of similar schools and the City as a whole. **PS 26 is performing higher than the City comparison reference group.**



## Data Set 4 - Mathematics

These data show the comparison gains by PS 26 in Mathematics as measured by number of students scoring 3 or 4 on the State Test. The comparison is shown against a New York City “Comparison Group” of similar schools and the City as a whole. **PS 26 is performing higher than both comparison reference groups.**

