

IMPACT TEAMS

Developed by Paul Bloomberg and Barb Pitchford



One School's Journey

Alice Austen (PS 60) School
Impact Teams | Case Study

Case Study authors: Principal Donna Bonnano and Dr. David Horton
For more information about Impact Teams visit LeadingImpactTeams.com

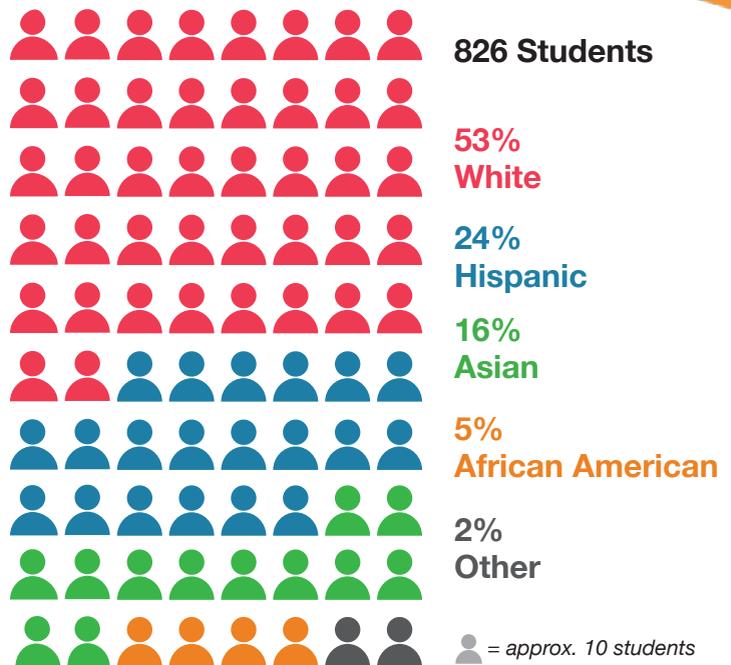
Case Study: Alice Austen (PS 60) School

School Profile

Alice Austen (PS 60) School is a public K-5 school located in Staten Island, NY. There are 826 students that attend the school. The demographics of the school are 16% Asian, 5% African American, 24% Hispanic, 53% White and 2% Other.

The population is diverse and includes:

- English Learners (4%)
- Students with Disabilities 27%)
- Socio-Economically Disadvantaged (44%)



Problem of Practice

PS 60's "needed action" came by taking a deep look at several converging factors. One key factor was noticing that the scores for the school were down and continuing to go down. The programs in both Math and ELA were new and changing. These factors further exposed the inconsistency of teachers not teaching the standards with uniformity and that they did not have the confidence and background to understand the full complexity of the high priority standards and what was really needed instructionally for students to solidly learn these concepts and skills.



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Our Learning Goal

The school began its work by building teachers' understanding and capacity of the standards in both Math and ELA. The school chose this approach because they landed on the logic that if the teachers get better and better at understanding the standards and expectations this will then transfer to students who can rise up to meet the targets.

The goal in ELA was to deeply understand the reading and writing expectations in the standards by grade level that would then provide a solid fundamental foundation for all students. In Math the standards were examined through the lens of conceptual understanding in the key priority standards. The focus in Math was to shift the learning to move beyond procedural understanding to a deeper conceptual understanding.

“The students are able to have discussions about their work.”

- First Grade Teacher

Why Is This Important?

The school chose a very strategic path and took the long view of building success for both teachers and students. That is, they chose to support the teachers and build a common and deep understanding and that would translate and transfer to students. The school chose to focus their work in the initial phases in digging deep into the standards, looking at and building model lessons, examining and identifying cohesive units of study, and most importantly, they worked hard to develop a common understanding of student expectations in the standards.

This early work quickly exposed that the school had a wide variation class to class in the expectation of student performance. As expectations became more consistent, the school moved their work to focus on collaborative consistency so that the work expected from class to class was stable and that student ownership of learning could become the true center of the school's effort.

“My students know next steps and can apply feedback.”

- Kindergarten Teacher

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Steps to Success

1. Unpacking for Success

The school started their work by doing a deep study into the standards for both Math and ELA using the Unpacking for Success protocol.

2. Find Model Student Work

The school then looked at model units and model student work that showed the clear target that students should be able to produce in each unit or key standard.

3. Learning Formative Assessment

The teacher teams then learned about and began to practice the formative assessment process in their classes.

4. Use of Formative Assessment

The use of formative assessment and using student work allowed the teams to have deep discussions about what they see students doing and the reasons why they are doing the work that is observed. The teams used the Evidence, Analysis, Action (EAA) Team Protocol – Analysis of Student Work to thoroughly examine student work and the underlying reasons (root cause) of their success or challenge and to then identify targeted actions tailored to specific student groups.

5. Examine Standards and Expectations

These discussions allowed teachers to further examine the standards and expectations to ensure that they are clear about the target and then seeing students reaching the targets they want them to hit.

6. Develop Student Voice

The teams were then able to put concerted effort into supporting students in being able to talk about their own learning. This emphasis on student voice and the value that students place on being able to describe their learning has been the most rewarding outcome for the years of work invested into this journey.

7. Student Centered Learning

The current state at the school is one where students are at the center of the learning. Students not only practice speaking about the learning but also are able to identify where they are in their own learning. Students routinely perform these actions to become more and more accurate about their learning progress and their ability to describe what they can work on next to improve.

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Our IMPACT

“The students conceptually understand numbers. They are no longer memorizing facts, instead they now understand number concepts and are able to transfer their learning.”

– First Grade Teacher

“The students are able to have discussions about their work.”

– First Grade Teacher

“The growth mindset we have embraced allows teachers and students to be more open and receptive to learning.”

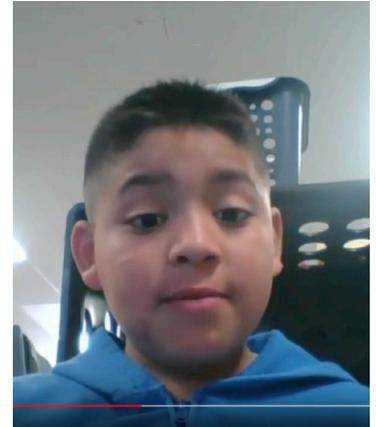
– Second Grade Teacher

“Meeting in teacher teams and unpacking the standards allows us to collaborate and develop clarity of what we are teaching.”

– Second Grade Teacher

“My students know next steps and can apply feedback.”

– Kindergarten Teacher



“When Success Criteria came to my life, I was so much better... I was so shocked how it helped me and how it did it.”

– Hociel
Third grade student

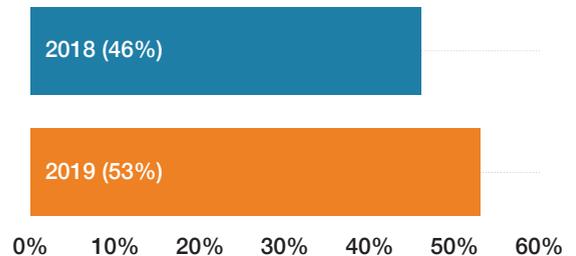


[Watch](#) Hociel's Flipgrid video reflection

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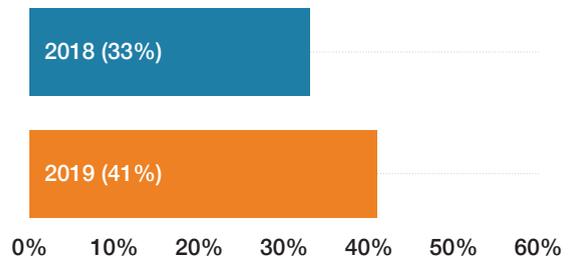
Data Set 1 - English Language Arts

These data show that PS 60 saw a 7% increase in ELA as measured by number of students scoring 3 or 4 on the State Test from 2018 to 2019.



Data Set 2 - Mathematics

These data show that PS 60 saw a 7% increase in Mathematics as measured by number of students scoring 3 or 4 on the State Test from 2018 to 2019.



Data Set 3 - English Language Arts

These data show the comparison gains by PS 60 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 60 is performing higher than the City reference group.

