Quality Review Report

2017-2018

P.S. 036 J. C. Drumgoole
Elementary 31R036
255 Ionia Avenue
Staten Island
NY 10312

Principal: Barbara Bellafatto

Dates of Review:
December 14, 2017 - December 15, 2017

Lead Reviewer: Marion Wilson
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. 036 J. C. Drumgoole 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</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 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</td>
<td>Additional Finding</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>Additional Finding</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>
</tr>
</tbody>
</table>

#### Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<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>Area of Celebration</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 school-wide 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>Area of Focus</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 the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
### Area of Celebration

| Quality Indicator: | 1.3 Leveraging Resources | Rating: | Well Developed |

#### Findings

School leaders make strategic decisions to form partnerships and align resources to support the school’s goals. Teachers have substantial and regular planning meetings to focus on improving instruction.

#### Impact

As result of well-aligned organizational decisions students are creating elaborate research projects across the school. In addition, teachers’ working together has led to improving their ability to create engaging and challenging tasks through purposefully crafted activities, student groupings, and resources.

#### Supporting Evidence

- School leaders and faculty make thoughtful decisions around the allocation of funds, space, technology, and organizational partners aligned to the school's mission and instructional goals. In addition, there is a clear connection between these organizational decisions and more students’ improving in reading and math goals, academic and personal behaviors, and expectations for college and career readiness. All stakeholders shared that having the necessary resources to teach has helped improve student outcomes including student-writing products. Teachers shared that school leaders purposefully purchase materials, allocate funds for mentor teachers, coaches, and state of the art technology to support instructional goals and to meet students' learning needs. For example, teachers commented that having additional materials helps their efforts in increasing the stamina of students to engage in complex tasks. In addition, the purchase of math Exemplars across grades has led to more rigorous tasks and increased writing in math across grades.

- The hiring of a specially cluster and intervention trained teacher affords all classroom teachers ample time to meet regularly to review and analyze data, revise curricula, and create rigorous tasks for students across grades and subjects. The school’s daily schedule was re-designed so that all students have access to challenging tasks, which is a direct result of programming. Teachers shared during interviews that this extra time in addition to common planning periods provides them time to engage in kid-talk discussions and grade team meetings to see if students are meeting grade level expectations.

- There are consultants, coaches, and lead teachers who are strategically matched and assigned to mentor, train, and assist staff members in areas needing improvement. There is a clear connection between the support provided by consultants and content expert coaches, as there has been significant improvement in the quality of effective instructional strategies being implemented across grades, which has resulted in better student outcomes. Teachers have access to Smart Boards, tablets, printers, online resources, and iPads to help students conduct research, and use varied tools to achieve learning targets. As a result, students are better able to produce products using a variety of materials, supplies, and resources appropriate to the task. For example, science display boards, student taken photographs, artwork, interactive diagrams, and typed research projects are prominently displayed on bulletin boards and are evidence of meaningful student work products, which support the school’s long-range action plans.
Findings
The majority of teacher teams are engaged in a structured and inquiry-based professional collaboration to review student work products. Most teacher teams consistently analyze running record, performance tasks, and other assessment data for students they share or on whom they are focused.

Impact
As a result of teacher teamwork, students are showing improvements in solving multistep word problems posed with whole numbers. Although most teacher teams are strengthening their practice, the analysis of student work does not typically result in improved mastery of goals for select groups of students.

Supporting Evidence

- While most teacher teams can articulate how they implement structured professional collaborations using protocols to look at student work and ensure effective integration of instructional shifts, there are missed opportunities for this type of work across all teacher team structures in the school. The school has various team structures in place, which include, vertical, department, and grade level teams. Teacher teams work to create instructional coherence leading to similar lessons at different grade levels, review student assessment data utilizing a structured protocol in relation to key Common Core Learning Standards. Teachers consistently make changes to units of study, review periodic assessment data and share ideas and strategies based on proven research to strengthen their instructional capacity, as well as learning outcomes for their students. During most teacher team interactions, teachers shared that team structures help them to solidify grade level expectations by looking at what is expected of students from grade to grade. The work of teacher teams has not led to systematic school-wide instructional coherence in curricula revisions, pedagogical, and assessment practices and systematically unpacking and incorporating identified priority standards in a strategic manner in all written documents.

- Most teacher teams work together to ensure that they monitor a variety of student data and classroom practices to adjust teacher practice and create individual goals for groups of students. For example, teachers have been looking at formative assessment data, which drives the creation of specific success criteria in mathematics and English Languages Arts (ELA). While this work is yielding increased student achievement, more teams across the school continue to work on strengthening their use of multiple sources of data to achieve similar results in science and social studies. For example, teachers in the upper grades have performance assessment data that they are reviewing but early childhood teachers primarily rely on running record and reading level data. There were missed opportunities for systematic analysis of key elements of teacher work and classroom practice to yield greater results and to close the achievement gap on standardized assessments for special populations.

- Most teacher teams provide a rationale for their focus on certain Common Core standards in ELA and mathematics to tweak progressions for both subject areas during their Friday data meetings. This work continues to extend across other subject areas including science and social studies. While teachers continuously analyze data from teacher created tests, quizzes, projects, rubrics, checklists, and simulated state practice exams during teacher team meetings, there are some missed opportunities for this work to be more methodical in nature to impact mastery of goals for select groups of students, including students with disabilities in relation to the school’s focused Common Core Learning Standards.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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Findings

The school leader and faculty ensure that curricula are aligned to priority Common Core Learning Standards, integrate instructional shifts, and make purposeful decisions to build coherence across grades and subjects. The curricula and academic tasks consistently emphasize rigorous habits.

Impact

Written curricula documents promote college and career readiness skills and higher-order skills for most students, including English Language Learners and students with disabilities.

Supporting Evidence

- Most curricula documents reflect planning documents that contain essential elements such as learning intentions, related content or Common Core standards, success criteria, grouping, and supports and scaffolds to support diverse learners. For example, most math lesson plans include multi-step problems, as well as opportunities for students to explain their thinking and strategy approach. In an effort to build coherence in planning documents, the school has a lesson-planning template contains common elements throughout grades and departments. Most teachers across subjects plan vertically using an online curriculum tool to help to capture standards, learning progressions across grades, learning outcomes, essential understandings, learning intentions, success criteria, skills, and assessment evidence.

- The school uses the Teachers College Writing Reading Program, GO Math! Expeditionary Learning, Eureka Math, and Exemplars as supplementary materials to ensure curricula align to the Common Core. Common Core-aligned standards such as producing clear and coherent writing appropriate to task and drawing evidence form literary information to support analysis, reflection, and research, includes the academic vocabulary for the unit. A math curricula document infuses instructional shifts such as conceptual understanding, fluency, deep understanding, and applications. For example, one plan included an opportunity for students to solve real world mathematical problems involving perimeter by constructing viable arguments to prove or disprove someone else’s response. Key vocabulary was included in most plans and afforded students an opportunity to engage with various complex texts, cite evidence to support their thinking, and write across subject areas.

- Teachers use Webb’s Depth of Knowledge charts to guide the planning process around embedding questions that require higher order thinking. In addition, teachers receive training on incorporating the instructional shifts across subjects, including a focus on academic vocabulary, to help address the gaps for English Language Learners (ELLs), and students with disabilities. Essential questions are consistently included in most lesson plans. For example, in a science plan, the essential question posed, “Why are scientists concerned about cause and effect?” Teachers are making a conscientious effort to plan lessons with an appropriate level of rigor to meet the needs of their diverse students. In another lesson plan, the enduring understanding featured how scientists analyze and recognize how organisms, places, things, and ideas change over time. While the majority of planning documents include opportunities for multiple entry points, tiered problems, questions, varied supports, and scaffolds in order for students to access these elements, there were a few tasks that did not coherently embed rigorous habits so that ELLs and students with disabilities had to demonstrate their thinking.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across many classes visited, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching. Students are able to talk in small groups and display their thinking in most classrooms.

Impact

Teaching practices reflect ongoing checks for understanding to support the needs of learners during the teaching practices helping students produce meaningful work products. Students participate in engaging learning activities that help to promote discussions and reflection.

Supporting Evidence

- Most classrooms demonstrated consistent teaching practices, which reflect and support articulated schoolwide beliefs about how students learn best. Teachers and school leaders alike have a shared understanding of what effective teaching practices look like, including giving students many opportunities to think, reflect, and discuss their ideas with a partner or in a group. The school staff reviews learning targets and success criteria before every lesson so that students can monitor their progress in relation to checklists and progressions during lessons. In six of the nine classes visited, there were students checking off steps they took to complete tasks. In addition, in most classes, students could share what they were working on. For example, in a second-grade math class students were completing word problems about baseball cards. They had to read the problem, and then label their work and then check answers. Most students have opportunities to produce work products that demonstrate their discussions with time to reflect.

- Students, produce laboratory reports, charts, published writing pieces, or constructed short responses that reflect their critical thinking and problem solving abilities. In some cases, it was evident that students took ownership of the learning process, while there were a few missed opportunities because of teacher-dominated conversations and a few missed opportunities for student-to-student discussions. However for the most part, there were numerous opportunities for students to talk constructively with a partner as in a self-contained class where the teacher during a math lesson primarily directed questions to a select few students. As opposed to a third-grade math lesson where students discussed amongst each other, the strategies they were going to use to solve word problems about perimeter, area, money, and space. In some classes, students had pre-written questions provided by the teacher that was entitled, “Questioning to push your thinking that you could use during conversations.” There were a few missed opportunities for meaningful student-to-student discussions.

- During the visit, we noticed students who were engaged in Socratic seminars or turn and talks with focused higher order thinking questions or prompts. Most students could formulate questions, ask probing questions to their peers, and make unsolicited contributions in classes visited. Students had opportunities to engage think-pair-share, turn and talks, or group activities with specific group roles assigned to aid in discussion. In a fifth-grade social studies lesson, students led conversations about whether Christopher Columbus should be considered a hero or a villain in history. Students generated their own questions and then asked each other to cite evidence from different research articles to support their thinking. Students were actively engaged with the class discussion. In another class visited, students were working on utilizing prior knowledge about the different types of matters- solids and liquids – to design a playground.
Findings
Across most subject areas and grades, teachers use or create assessments, rubrics, and grading policies that are aligned to the school’s curriculum. The school has common assessments that measure student progress towards goals across grades and subjects.

Impact
Teachers’ assessment practices provide written and verbal actionable feedback to students regarding student achievement. Results from running records, on demand assessments, and math chapter tests are used to adjust curriculum maps, update pacing calendars, and revise learning progression charts used during lessons.

Supporting Evidence

- Most teachers create their own assessment tools by using released test questions from previous state exams, EngageNY, and other curricula resources to gauge student achievement in relation to key priority standards. Evidence of student friendly checklist and rubrics for writing responses, lab reports, math tests, and social studies projects provide feedback to students in the form of “glows and grows”, while others indicated next steps for students. Most students could articulate how the feedback has helped them improve their work. A couple of students utilize feedback menus with aggregated student errors and students must address concerns when re-doing an assignment. For example, a few students showed work that included built-in standards for mathematical practices progress sheet for kindergarten to fifth-grade tasks. The feedback form included picture cues for younger grades, simple words and phrases for middle grades, and became more elaborate with wording for older students.

- Teachers review student mathematical progression data during key intervals using a school-wide formative assessment tool, which aids in adjusting math units and teachers’ promoting more student-to-student discussions while completing math word problems. There is ample evidence of tracking of student assessment results in ELA, math, Independent Reading Levels, science, and social studies. Teachers review reading levels, chapter test results, performance tasks and track the progress of students. When third grade teachers noticed that students continued to struggle with multi-step problems and they did not have sufficient opportunities to write to explain their thinking, teachers developed their own tests to increase the level of rigor of word problems and included a section for students to elaborate in writing evidence to support their work.

- Students receive feedback based on varied criteria set by teachers, which align to the school’s varied curricula materials. For example, grade two rubrics indicated that students were graded based on their ability to organize, focus, content, mechanics, and introduction. The next steps indicated that the student should remember to add details to elaborate on their response and make their work more appealing to the reader. In another sample seen, a student received feedback that which align to the rubric’s criteria but also contain a model or example of what high quality work looks like. It also contained reflection questions for the student to consider such as was this my best work, how can I improve my work in the future? Another example was feedback written to the student based on the success criteria for the lesson, which support the learning intention or target. One student was able to share that the feedback was, “I can write who was where, what they did and how they felt, in addition to including details and pictures and words. Next time I should add character talk or dialogue and more action from the characters.”
Additional Finding

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

Findings

School leaders consistently communicate elevated expectations to teachers and parents about expectations related to student achievement and the Common Core Learning Standards.

Impact

School leaders provide customized training to help support teachers meeting stated expectations while also fostering a culture of mutual accountability. Parents can successfully collaborate with the school to help support student progress towards college and career readiness.

Supporting Evidence

- All stakeholders shared that because of clear expectations for lesson planning, professional collaborations, and support structures there are high levels of success in teaching and learning across the school in standardized exams. School leaders and teachers consistently communicate expectations to each other and hold one another accountable to ensure that all students are successful, pushed to show progress and take part in engaging lessons. Teachers receive this information on a regular basis, face-to-face, via email, through the school’s online portal, and weekly updates. School leaders and teachers provide support to help teachers achieve stated expectations connected to the Danielson *Framework for Teaching* through professional development, teacher team meetings, and informal gatherings. A review of documents demonstrated how school staff ensures that expectations about student performance are clear and what it means for a student to exit a grade level.

- There are regular meetings with parents, including trainings and workshops that provides them with documents, examples, models, and an annotated version of the school’s curricula. Parents are well versed in the expectations of the Common Core and have a plethora of resources to help support children to demonstrate academic progress and sustain achievement. Parents attend workshops with teachers to learn more about the implementation of Teachers College Reading and Writing Program. During the meeting, parents shared that the principal, assistant principals, and teachers are committed to helping them understand the rigorous demands of each curricula and supports them in fulfilling expectations beginning as early as in Kindergarten. Parents shared that the school solicits their input about workshops, ideas, fundraisers and other events that they feel are beneficial for continued school improvement. There are structured calendar events, curricula nights, parent engagement activities, and open access for parents to visit classrooms to learn about the curriculum and effective teaching practices. Parents shared that they are in constant communication with teachers via telephone, email, or text about their students’ academic performance and have a clear understanding of the grading policies.

- Teachers receive feedback from school leaders and their peers in relation to the level of rigor in academic tasks and the delivery of instruction. During teacher interviews, teachers shared the consistent expectations to focus to work collaboratively to unpack standards and analyze progressions, so that all students are provided with multiple entry points in order to take ownership of their learning. Due to these ongoing conversations, trainings, and support from teachers, administrators and consultants, there is a high level of success in teaching and learning across the school. In addition, verbal, online, and written structures foster a culture where accountability for expectations are reciprocal between all constituents including reference to the school’s instructional focus which is posted prominently throughout the building and on documents.