

Quality Review Report 2010-2011

The Daniel D. Tompkins School

Elementary School R069

144 Keating Place

Staten Island

NY 10314

Principal: Doreen Murphy

Dates of review: November 8- 9, 2010

Lead Reviewer: Yvette Donald

Part 1: The school context

Information about the school

The Daniel D. Tompkins School is an elementary school with 920 students from kindergarten through grade 5. The school population comprises 4% Black, 17% Hispanic, 63% White, and 15% Asian students. The student body includes 7% English language learners and 8% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 95%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has established systems for monitoring teacher practice with a clear focus on improving student outcomes.
 - The school has created a focused class visitation and observation tool that allows for the review of instruction, data collection and application, and classroom environment. Teacher data gathered surface best practices to share and areas of need to support. This promotes clear expectations for pedagogic practices, and provides teachers with precisely articulated next steps to improve instruction.
 - The instructional team gathers formal and informal data on classroom instruction. Based on these findings, differentiated professional development opportunities are provided and strongly encouraged. For example, team teaching pairings are created and designed to be coaching opportunities for teachers. This assures that the individual needs of teachers are identified and met, with a lens towards accelerating student progress.
- Extensive initiatives ensure that the personal, social, physical and emotional needs of students and parents are met.
 - In addition to attending national conferences on the understanding and implementation of the school-wide enrichment model, the school provides on-site professional development to teachers on meeting and supporting the socio-emotional needs of students. The dedicated coordinator ensures the connection between social and academic development. Students can now articulate the connection between their enrichment experiences and their academic progress.
 - In its' third year of school enrichment integration, a very innovative process by which students self-select topics to study based in their individual areas of interest occurs. For example, students can study musical instruments, journalism, architecture, and poetry, to name a few, as part of their thirteen week enrichment period. Students and parents report that these experiences "motivate and captivate" the children, often building deeper background knowledge, and promoting greater concentration on their academic studies.
- Teachers collaborate to examine student work, plan together and share ideas for promoting higher levels of student achievement.
 - All teachers are programmed for structured professional collaborations including common planning time and use an inquiry approach. Collaborations are initiated and led by teachers, often convening much more frequently than required. The identification and purchase of resource materials to support student progress is a direct result of collaborative work. Topics discussed during collaborations are appropriately shared at instructional cabinet meetings by team members. Teachers report that they "take on leadership opportunity" on teams that "motivates them to deepen their professional knowledge." Consequently, classroom pedagogy is aligned to teacher team goals and reflected in shared best practices, yielding higher student outcomes.
- Leaders make informed and effective organizational decisions to support

improvements in student learning.

- The administrative team, using the lens of their school-wide goals, gathers formal and informal data, including the teacher data report, to inform teacher assignments. Teachers are encouraged to transition to the next grade with their students. This reduces the amount of time it would take for teachers to get to know their student and assures immediate immersion into the curriculum for the new grade. Initial formative assessments show accelerated performance for these groups of students.
- The school's partnerships with area colleges to assure that student-teachers assigned understand and match the culture of the school. Careful observations and feedback from cooperating teachers, administration and grade-level colleagues place aspiring teachers on a short list of potential hires for positions within the school. This collaborative hiring practice establishes a pattern of consistency in supporting student achievement.
- Leaders use a wide range of data to evaluate the impact of professional development supports and deployment to staff and make adjustment as necessary.
 - Administration empowers and monitors teacher teams engage in collaborative learning experiences. During the Instructional Team Meeting, teacher team leaders share the work of their teams and get feedback from administration regarding next step, including attending the following team meeting to provide direct guidance. This assures appropriate teacher support toward reaching the school-wide goals. As a result, teachers are held accountable for, and supported in, working toward systematically increasing student achievement.
 - The principal and her assistant principals meet with individual and cohorts of teachers throughout the course of the school year to assess the impact of teacher assignments and supports. Based on student performance results, teacher data report, classroom visits and informal conversation, administration makes adjustments to professional development offerings and teacher assignments. This ensures that teacher assignments support teacher development with an eye toward meeting school-wide goals.
- Staff conveys high expectations to students and parents, fostering a positive school environment focused on student achievement.
 - The school, in collaboration with the Parent Teacher Association, conducts parent workshops on school identified topics such as curriculum, and parent-identified topics such as technology, ESL and dance. These workshops inform and support parents' understanding of academic, social and emotional expectations, ensuring parents are aware of what their children should know, be able to do and the supports available to help them assist their children meet expectations.

What the school needs to improve

- Further expand the analysis of student data to better align the curriculum across all content areas to identify key standards and concepts that support the school-wide goals in order to accelerate learning.

- Curriculum maps for ELA are aligned to state standards. They serve as roadmaps, directing instruction to ensure that lessons prepare students for the NYS exams. However, there is limited evidence of purposeful alignment to key standards and instructional foci (e.g. Vocabulary development and Problem-solving) that, if addressed, would accelerate student learning.
- The design of academic learning experiences and tasks prepare students for summative and formative assessments. However, tasks for students do not consistently represent an understanding of the needs of the diversity of learners, including the key groups of students. As a result, there is limited acceleration of learning and progress for all students.
- Refine data organization and analysis to ensure that all teachers know their strengths and areas of need of individual and groups of students across all classrooms on an ongoing basis to support targeted instruction.
 - Teachers use data to plan for student learning. This allows for small group instruction within classrooms. However, data analysis is limited in that does not foster the identification of areas of need for specialized sub-groups of students such as Hispanic, Black and Special Education students. As a result, individual and teams of teachers are unable to provide targeted instruction to students based on targeted areas of academic need.
- Extend the practice of using data to include performance trends in order to differentiate instruction for all learning experiences across classrooms for all student groups.
 - The school reviews a wide range of data, including running records, periodic assessments, student inventories and Staten exams. This provides the school with an understanding of who the students are as learners and what they know. Teachers then work to develop practices aligned to the school's belief that in order to be successful learners, they must learn through multiple modalities. However, instruction is not yet consistently differentiated based on a data-informed understanding of students' academic strengths and areas of need. This limits all groups of students from producing work products that demonstrate higher levels of thinking.
- In strategic decision-making, evaluate progress towards defined goals and make associated changes through regular formalized interim checks against measurable targets.
 - The school curriculum frameworks are aligned to State standards. Adjustments have been made over the last several years. There is little evidence, however, that evaluation of and modifications to these planning tools address identified gaps in learning for targeted skills and concepts. As a result, programs and initiatives intended to support the English Language Arts curriculum are not effectively assessed to determine impact on key areas of student learning in order to inform continuation, expansion or cancellations.

Part 3: School Quality Criteria 2010-2011

School name: The Daniel D. Tompkins School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X	
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.				
<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed