

Quality Review Report 2011-2012

P.S. 031 William T. Davis
Elementary school R031

55 LAYTON AVENUE
STATEN ISLAND
NY 10301

Principal: PATRICIA COVINGTON

Dates of review: , March 20-21, 2012

Lead Reviewer: Alycia Rhinehart

Part 1: The school context

Information about the school

P.S. 031 William T. Davis is an Elementary school with 535 students from pre-kindergarten through grade 5. The school population comprises 50% Black, 31% Hispanic, 11% White, 2% Asian students and 4% other students. The student body includes 6% English language learners and 23% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 90.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has established a culture of mutual respect, safety, and congeniality for the benefit of student learning progress and academic success. (1.4)
 - o Members of the William T. Davis school community actively engage in Chancellor Walcott's Respect for All initiative via emphasis on the six pillars of character - trustworthiness, fairness, honesty, caring, citizenship, and responsibility. Throughout the school, character-building banners, student-designed artwork, and photographs of students engaging in actions which support the six pillars of character are displayed on bulletin boards, hallways, staircases, offices, and classrooms. When students and/or faculty are 'caught in the act' of exemplifying any of the six pillars of character, the principal publicly and openly acknowledges him/her, positively reinforcing the importance of everyone's role in sustaining a safe and respectful learning environment. Additionally, the principal has worked with parents and faculty to give attention to attendance by ensuring that attendance data for each child is reported to families on each student's monthly progress report as a point for advancing the importance of attendance. The principal's belief that a positive school culture directly impacts students learning and engagement is evidenced by the principal's articulation of clear expectations for social interactions, school community-wide conduct and increased communication to the school's stakeholders regarding attendance which has fostered a strong learning environment resulting in students' and stakeholders' respect for the school environment and students actively engaged in their own learning.
- Teacher teams collaborate to create assessments and rubrics aligned to Common Core Learning Standards and adjust curriculum and instruction to meet students' needs. (2.2)
 - o Grade level and content area teaching teams meet once per week to review student work products as a vehicle for refining rubrics and hone their targeted assessments. Teacher teams review and refine rubrics and assessments in order to measure specific skill sets and understandings developed during the instructional design and delivery. They use the school's Unit Planning Template comprised of Desired Results which includes identification of Established Goals (standards), Understandings (performance indicators), and Essential Questions. The four-point rubric is aligned to the Understandings outlined in the Unit Planning Template. The rubrics are used to rate children's work and identify the areas for student learning growth and areas of strength, thereby connecting student learning outcomes with instructional planning resulting in targeted learning opportunities for all students.
 - o Classroom-level and grade level tracking of student learning is realized via the implementation of Student Conference notes, teacher-created spreadsheets, teacher observations and anecdotal records. Teaching teams work to refine students' grasp of identified understandings is proffered via the teams' review of grade level student outcome data (viewed as class trends), checks for understanding during in-class instructional delivery and teachers' notation of students' responses to in-class checks for understanding, and review of students' completion of independent work products. Adjustments to instructional design and delivery incorporate specific scaffolding mechanisms correlated to each curricular content area. The work of teaching teams to systematically install

methods for making adjustments to instructional content and serves to meet the learning needs of all students throughout grade levels and curricular content areas at the classroom level.

- The school's standards based scope and sequences for math and English language arts instruction provide students a clear pathway for CCLS-based learning opportunities. (1.1)
 - o The administration and the faculty have developed a month-to-month tracking document for complete coverage of identified key Common Core Learning Standards in literacy/language arts for Kindergarten through Grade 5. The scope and sequence of the standards in the CCLS map provides teachers the standards-based groundwork for designing instruction that is aligned with key standards identified by the principal and assistant principal. One of the key ELA standards for Kindergarten through Grade 5 is RI 1 – Ask and answer questions about key details in a text. In the Grade 5 classroom, for example, triads of students worked together in responding to a text entitled, "*Colonial Unrest on the Uprise*." The teacher-designed questions forwarded the standard's practice for identifying the key details in a text. After reading, "*Colonial Unrest on the Uprise*", students had to respond to the following questions, "*Many people who lived in the colonies had no loyalty to England, why not?*" "*Share the differences of the people who supported and did not support the statue of Queen Catherine.*" Students scanned the text, discussed their findings, charted their responses, and presented their results to the class. The teacher explained that students would be required to cite textual evidence for their responses. As students were presenting, the teacher would interject questions such as, "What happened?" "Why?" "What was going on?" As a result of the focus on key CCLS ELA standards, teaching teams, develop learning experiences that promote student learning and close the achievement gap in literacy/language arts acquisition for all students, including students with disabilities and English language learners in Kindergarten through Grade 5.
 - o Teaching teams platform student work products and grade level student learning outcome data as vehicles for refining learning experiences embedded in curriculum, such as Everyday Math, as well as those learning experiences designed by individual teachers throughout curricular content areas. As a result, students who are in need of Academic Intervention Services and Supplemental Education Services are identified and in-classroom instructional content, skills, and information can be proffered via the use of tiered questioning, small group instruction, Think-Pair-Share, guided independent practice. As a result the learning needs of all students, including students with disabilities and lower performing students are addressed in the classroom setting as well as in the context of support services offered by the school.
- The school has employed a strategic plan to ensure that teachers receive support in order to improve classroom teaching practices and increase the quality of generative student work. (1.3)
 - The school has leveraged the expertise of the literacy/language arts staff developer to organize a professional resource library for teachers. The full-sized professional library includes components of currently implemented curricula (Kindergarten through Grade 5), supplementary materials (e.g. children's literature props, literacy enrichment lessons, tools for language arts remediation, and professional literature and journals. In addition to in-class modeling and assistance with instructional planning/design, the literacy coach provides low inference observational feedback using the Danielson competencies, guides

- literacy/language arts instructional design during the Kindergarten through Grade 5 weekly inquiry team meetings, and offers professional development sessions to forward instructional strategies that include Common Core-aligned instruction and addresses the needs of all learners, including students with disabilities and English language learners. Consequently, the school's work is in alignment with goals articulated in the Comprehensive Educational Plan and is improving practice and student learning.
- The school leadership has leveraged the expertise of the teaching faculty and staff developers in an effort to refine and grow classroom teaching practices throughout grade levels. (4.1)
 - o The principal, assistant principal, math staff developer, and literacy/language arts staff developer have engaged in forwarding the faculty's teaching practice with an emphasis on domain 3C of the Danielson Framework for Teaching, Engaging students in learning. For example, the written feedback to the Grade 1 teacher focused on Danielson's Domain 3C – Engaging Students in Learning proffered the following recommendation, "Once the questions and routines become automatic, consider having a student ask the questions to encourage student discussions. Consider allowing students to engage in discussions about the weather." Feedback cycles have focused on teaching actions and the impact of those actions upon student response to and engagement with learning experiences provided in the classrooms resulting in increased active learning opportunities for students throughout the school fostering higher levels of student engagement and participation.
 - o The principal meets weekly with the literacy/language and mathematics staff developers to review teacher practices which impact student learning. Collaboration with the staff developers affords the principal opportunity to amalgamate her observations with those of the staff developers in order to generate a more targeted approach to developing teaching practice which supports the acceleration of student learning throughout the grade levels within mathematics and literacy/language arts curricular content.
 - The school's commonly practiced philosophy around student learning is reflected in differentiated teacher practices that lead to progress for all students. (1.2)
 - o The teaching faculty, in concert with administration, have designed curricular maps and adapted CCLS-based units of study available on the NYCDOE's website. Subsequently, teachers are creating more targeted student learning experiences in an effort to increase student proficiency levels resulting in CCLS-based student work products and further development of all students' higher order thinking and rigor in learning.
 - o Students demonstrate active participation in their own learning via independent study, cooperative learning groups, and inquiry-based research projects. Throughout classrooms, students can be observed discussing/exchanging ideas, using reference texts, and charting responses to teacher-facilitated topics. Student thinking and participation in classrooms are prominent features of classroom teaching practice, resulting in standards-based student work products and students' clear articulation and understanding of their own learning objectives as evidenced during classroom visits and conversations with students.

What the school needs to improve

- Refine the system for organizing and aggregating school-wide, curriculum-based student performance data such that the school leadership can address school-wide student performance trends. (2.3)
 - o The principal has access to and reviews classroom- and grade-level student outcome data regularly and consistently. Her discussions with faculty are grounded in student performance outcomes and classroom observation. The student performance data, however, is organized at the classroom-level. Consequently, the aggregation of student data across grade levels is not fully systematic and does not provide a complete picture of student performance trends throughout the school impeding the principal's capacity to make more targeted decisions which would address school-wide student performance outcomes and trends.

- Establish a formalized, streamlined, and systematic method for evaluating the effectiveness of the use of school-wide data so that a clearer picture of school wide learning outcomes can be available to administration. (5.2)
 - o The administration views and reviews classroom-level data as the reference point for making informed decisions to evaluate and communicate information regarding student learning outcomes. At present, the collection and organization of school-wide data as an aggregated school-wide data set is not systematic. Consequently, the precision and clarity needed to better identify school-wide student performance trends is diminished.

- Formalize a system and structure for analyzing the alignment between the school's annual goals with school-wide student performance and learning outcomes. (5.3)
 - o The administration has initiated the process for engaging in long-term planning (multi-year) across grade levels for the school. The administration and faculty have made considerable headway in aligning the school's annual goals with classroom-level student performance outcomes. The formal systems, processes and structures needed to ensure that the administration can readily monitor and revise school-wide plans based upon school-wide student learning outcomes has not yet been installed, subsequently, precise adjustments to school-wide annual and interim goals are inhibited.

- Develop a clearer system, at the administrative/school leadership level, for determining the effectiveness of teaching teams' inquiry work and engendering teaching actions that meet students' learning needs. (5.4)
 - Teaching teams meet, at minimum, once per week to analyze student work products, curriculum design, assessment outcomes, and teaching strategies in their efforts to improve students' academic experiences and learning outcomes. Currently, the school's administration maintains a journal/binder documenting the teams' scope of work and provides verbal feedback to the teams. In addition, teaching strategies and behaviors are honed via the school leadership's observational guidance coupled with the written feedback proffered by the school's staff developers. However, the absence of a system to provide feedback on the effectiveness of team work hinders the ability to link student learning actions to specific teacher practice.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 031 William T. Davis	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?		X		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?			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	
1..4 Integrate child/youth development, guidance/advisement 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, with particular attention to the CCLS?			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
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