

# Quality Review Report 2012-2013

**The J.C. Drumgoole School**

**31R036**

**255 Ionia Avenue**

**Staten island**

**NY 10312**

**Principal: Barbara Bellafatto**

**Dates of review: May1-2, 2013**

**Lead Reviewer: Erminia Claudio**

## Part 1: The school context

### Information about the school

The J.C. Drumgoole School is an elementary school with 955 students from pre-kindergarten through grade 5. The school population comprises .5% Black, 8% Hispanic, 87% White, and 4% Asian students. The student body includes 2% English language learners and 17% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2011 - 2012 was 95.0%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The curriculum offers a wide range of refined experiences aligned to key Common Core State Standards affording all students the a well rounded curricula, inclusive of the Arts, that promotes student ownership of learning. (1.1)
  - A Teachers College staff developer worked with K-5 teachers to adjust units of study in reading and writing, specifically adding additional units for informational reading and writing with an emphasis on Close Read and question stems. Teachers use Depth of Knowledge (DOK) to formulate engaging tasks for all students including students with disabilities (SWD) and English language learners (ELL). Teacher teams reviewed the school's math curricula to see where instructional shifts needed to be embedded. Most units were restructured with a focus to support the Common Core Math Standards (CCMS). The school purchased *Context for Learning Mathematics* to expose students to a variety of problem solving strategies. Students work on problems using a variety of strategies. Teachers voiced that *Context for Learning Mathematics* provides students the opportunity to think through real world problems, share their thinking with their peers and teachers. A rich Arts program in theater, music, band and fine arts is aligned to the Blueprint for the Arts and engages students in a rich curriculum that supports the rigor of Common Core State Standards (CCSS). Students in grades receive a half year of instruction in each art form. At the end of grade 3, students are assessed in each art form and are given a survey to indicate art preference. This data is used to place students into a two year intensive arts academy to explore and develop their talents in a specific art. Consequently, students have access to a rich CCSS aligned curriculum across all subjects that puts them on the trajectory to being college and career ready.
- Teachers use common assessments to analyze student learning outcomes, inform instructional decisions at the team and classroom levels and provide feedback to students to increase comprehension and achievement. (2.2)
  - Teachers teams create common pre-assessments in all core subject areas to determine how curricula will be compacted or expanded based on student need. Post assessments are used to determine student mastery, units of study reliability, the impact on resource choice and the effectiveness of teacher practice through student outcomes. The use of common rubrics informs teachers of students' progress towards achieving content mastery and feedback to individual students on meeting their academic goals. The use of an ongoing daily assessment checklist and a mid workshop check for understanding, supports teachers in making necessary adjustments to instruction and informs the planning of differentiated tasks. Performance assessment connected to the CCSS, running records and conference notes further informs classroom instruction through identifying students' performance levels, areas of strength and areas in need of improvement. Through Art Achieve participation, teachers use balanced assessment and their data to inform

instruction, monitor student learning and promote achievement in the Arts. Consequently, data analysis allows teachers to adjust curricula and instruction across all content areas in order to support increased achievement, and comprehension, as evidenced in students' performance data.

- The effective use of budget, scheduling and resources affords students a well rounded curriculum inclusive of the Arts, aligned to the Common Core State Standards and evidenced in meaningful student work product. (1.3)
  - The programming of four common preparation periods per week affords teachers the opportunity to meet regularly to analyze student work, capture trends, reflect on teacher practice, create challenging tasks and plan next steps for individual as well as targeted students. It also allows teachers and teams to adjust curriculum to ensure rigor in the implementation of the CCSS. An analysis of the 2011-2012 state assessments determined that the current 4<sup>th</sup> grade cohort of students needed extra support in reading. The principal programmed the Special Education Teacher Support Services (SETSS) teacher to push-in three periods a day into a 4<sup>th</sup> grade classroom to support the students with Individualized Educational Plans (IEP). The SETSS teacher plans with the classroom teacher, affording shared students with individual educational plans (IEP's) access to grade level curricula, while differentiating resources and instruction necessary to support students' learning styles. The principal used her budget to sustain a Wilson Reading System trained teacher to work with the same group of 4<sup>th</sup> grade students before the school begins. This strategic use of staff and resources has afforded all targeted students to raise their reading proficiency by two or more performance levels, measured by running records. The programming of support services such as, occupational therapy and physical therapy before the school day starts reduces the amount of time students are pulled out from academic subject classes. The hiring of four certified teachers in the Arts has earned the school the distinction of having one of the premiere Arts' programs in New York City. A youth development teacher facilitates weekly assembly programs to support character education, reinforcing positive behavior. While students are participating in the character education assembly, teachers meet with the principal to engage in feedback around inquiry work. As a result of the principal's effective programming, hiring practices and use of budget, students benefit from a rich curriculum inclusive of the Arts as evidenced by student work products across the school.
- The school aligns academic and behavioral supports for all constituents to ensure all students are well known and to reach their full academic potential in a safe environment. (1.4)
  - School leaders and staff know each student by name and address their academic, social and emotional needs in a nurturing environment. Clear expectations are set for students' academic and behavioral progress, evidenced in student learning goals and the character education program. Every Friday students attend an assembly coordinated by the youth development teacher and music cluster teacher. These assemblies support the *Character Education* and *Respect for All* curriculums. "The Book of the Month" is tied to a character education theme, such as

sharing and treating others as you would like to be treated. The youth development teacher coordinates monthly family activities night for families that are connected to the monthly theme. The school's Positive Behavior Intervention Support (PBIS) program rewards students with *Drumgoole Dollars* when they make positive behavioral choices, such as helping another student. These dollars can be exchanged for items from the school store or for an activity such as, attending a school dance, pajama day or a song written for them by the music teacher. A peer mediation program comprised of grades 3-5 students, offer guidance to students requesting assistance in social interactions. A student government, elected by their peers, meets twice a week during extended day with a teacher leader. Students shared that their classmates tell them what they want changed or what they think the school should do to make the school better. For example, many students expressed that the lunchroom was too noisy. The student government spoke during grade assemblies about using "softer indoor voices." As a result, when students become too loud in the cafeteria, they are reminded to use "softer indoor voices." At the student meeting with this reviewer, students shared that their teachers make learning fun and that they know what is expected of them to be college and career ready. Student also spoke about the opportunities they have to participate in performing arts programs. During the parent meeting, parents raved about the teachers and all the supports their children receive. They believe the school sets high expectations for their children and credit the principal with sustaining a rich performing Arts program. As a result of the school's effort to provide a comprehensive nurturing environment, students feel safe and known by the staff and express that they have a voice in the school.

### **What the school needs to improve**

- Deepen the level of questioning to leverage strategies that consistently promote high levels of student thinking and challenge students to participate in discussions, in order to promote college and career readiness skills. (1.2)
  - While curriculum maps and lesson plans indicate challenging tasks and reference the Socratic Method of questioning; across classroom, there is a disconnect in the consistency of teacher questioning aligned to push students to think critically. Only in a few classrooms did students use the Socratic Method to support their answers. In most classes visited, teachers did not expose students to a variety of questions that allow students to think critically, ask questions, or expand on each other's responses. For example, several classes across grades were working on a literacy unit about social issues. Most classrooms had charts in which children were asked to identify certain traits and cite evidence from the text. However, in several classes there was no opportunity for students to agree, disagree and or expand on peers' responses. Consequently, preventing high levels of student participation in class discussions and engagement in thinking in some classes to promote college and career readiness skills.
- Increase the consistency of policies and practices across the school to monitor the effectiveness of decisions and better inform adjustments to instruction and teacher teams, in order to increase student achievement. (5.1)

- Each class within the school collects an extensive amount of student data to assess student progress. The data is then reflectively analyzed at teacher team meetings. Feedback is also routinely provided by teachers to students and by the administration to teacher teams. However, the protocols for the collection of data vary from class to class and there are no school-wide protocols in place that enable the school to consistently collect and analyze student data in order to identify trends and reflect upon the success of strategic instructional decisions across the school. Consequently, the absence of a uniform system for collecting and analyzing formative school wide data, to inform best classroom practices, adjust curricula and regularly assess inquiry work by teams, limits opportunities for school leaders and teachers to share and reference data in order to make informed and effective decisions around defined needs across grades, to consistently improve student progress.

## Part 3: School Quality Criteria 2012-2013

School name: J.C. Drumgoole School	UD	D	P	WD			
<b>Overall QR Score</b>			<b>X</b>				
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?			<b>X</b>				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		<b>X</b>					
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?			<b>X</b>				
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			<b>X</b>				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			<b>X</b>				
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				<b>X</b>			
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?			<b>X</b>				
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>				
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?		<b>X</b>					
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>