

Quality Review Report 2012-2013

**P.S. 069 Daniel D. Tompkins
Elementary**

STATEN ISLAND, NY 10314

Principal: DOREEN MURPHY

**Dates of review: January 23 and January 24, 2013
Lead Reviewer: Ina M. Solomon**

Part 1: The school context

Information about the school

P.S. 069 Daniel D. Tompkins is a/an Elementary school with students from kindergarten through grade 5. The school population comprises 5% Black, 17% Hispanic, 60% White, and 15% Asian students. The student body includes 4.0% English language learners and 16% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2011 - 2012 was 95.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and faculty have thoughtfully adjusted curricula and academic tasks to meet the expectations of the Common Core State Standards so that a diversity of learners are cognitively engaged. (1.1)
 - The school's Common Core Team has aligned curricula to the new standards and replaced curriculum maps with more targeted "Frameworks for Learning," that emphasize selected DOE standards and the instructional shifts in both math and literacy. The Journeys anthology has been selected for literacy to ensure that students are exposed to appropriately complex text for their grade. To date, all grades (K-5) have written one new common core aligned ELA unit of study. The Everyday Math Curriculum has also been adjusted at each grade level to focus on the major work of that grade. As a result of engaging with Common Core Aligned Curricula, all students are exposed to a level of instruction that promotes college and career readiness.
 - The Network Achievement Coach, assistant principals and school-based coach have worked diligently with teachers to develop cognitively engaging tasks in all subject areas. For example, in a grade 4 science lesson, an 8:1:1 Autism Spectrum Disorder (ASD) class, students were challenged with the task of using wires and a battery to light a bulb. Students were given basic information about sources of electricity, but were required to use exploratory methods to meet the challenge of the task. In a grade 3 math class, all students were engaged in interactive learning activities that required some to use technology like calculators and computers, while others worked with the teachers to solve real-world math problems. Academic tasks across grade levels successfully develop rigorous thinking, learning and work habits for all students.
- Teacher pedagogy consistently utilized questioning and discussion techniques to scaffold instruction leading to multiple entry points into the lesson. (1.2)
 - The administration has placed an emphasis on developing teachers' ability to ask questions (during both whole and small group instruction) that increase student to student interaction and deepen students' understanding of the content. While some teachers are still honing this skill, most are successful and as a result students of all grades and ability are able to participate in class discussions at a high level. Teachers consistently challenge students at their level through a variety of activities, including tiered tasks, group work (that requires "accountable" talk) and hands-on experiences. One kindergarten teacher skillfully guided her students in using the pictures in an informational text to ask questions, have a discussion, then generate a set of facts related to the topic. Similarly, in a second grade ASD NEST classroom, some students were working in small groups, while others were working with their teachers, to use a variety of sources including video, art work and literature to gather facts about New York City. As students are able to engage with content in multiple ways, work products are strong and reflect higher-order thinking skills.
- The school maintains a safe and inclusive culture that supports students and families in promoting the academic and social-emotional development of students. (1.4)
 - The principal firmly believes that, "each child is a gift, waiting to be unwrapped" and that her role is to support these "gifts" by promoting academic success and social-emotional development. On-going professional development equips staff to engage students and parents in activities that support and extend the

academic curricula. Every student participates in the “Minds in Motion” (MIM) enrichment program where they choose an activity, facilitated by faculty and/or parents, to participate in during the school day. Activities for students in grades 3-5 include chess, track and field, photography and cooking. Students in grades K-2 must choose an activity related to the grade level social studies theme. These students, for example, may explore famous people in the community or take walks to explore the neighborhood. The MIM program culminates with annual, “Magic of MIM” celebration where students showcase their learning to an overflowing crowd of family and friends. Additional programs, such as the Student Government, which gives students voice in deciding how to support both the school and wider community and the “Talent Pool” created for students who consistently score level 4 on state exams to extend their classroom learning through project based activities, build student autonomy and decision making skills which leads to improved performance. The number of students with an “at-risk” rate of attendance has decreased by 25% from last year to this school year. In addition, the overall student attendance rate has increased by 1.8% over the past three years.

- Teachers and grade level teacher teams collect and analyze a variety of assessment data to support instruction that meets the needs of all learners. (2.2)
 - Across classrooms teachers use anecdotal notes, rubrics, checklists, unit assessments and state test data, where applicable, to develop learning goals for students and identify groups of students for targeted skills based instruction. Teachers regularly use student data to inform curricula and instructional practices. The fifth grade teacher team, for example, realized that students were struggling with multistep math problems that incorporate fractions. The teachers worked collaboratively to develop a set of instructional strategies that they will implement to determine impact on student learning. Teachers across grade levels noticed that the criterion for student performance on the city issued student report cards did not align with grade level standards. The faculty and staff revised the school report card to reflect the more rigorous standards. The range of data collected allows teachers to make adjustments to practice that improve student learning. Similarly, the more rigorous grading policy provides accurate feedback to students and families that lead to progress towards learning goals.

What the school needs to improve

- Continue to strengthen the school improvement plans by involving families and students-when appropriate, in decision making processes. (3.1)
 - The school has developed list of short-term and long- term goals for teacher improvement and student growth that have been shared with faculty and members of the School Leadership Team. These goals were informed by data gathered during on-going observations of teacher practice and a review of state and school level assessments. For example, one of the Comprehensive Educational Plan goals is to improve the level of teacher questioning to allow students to engage in richer discussions related to classroom curricula. These conversations, the school believes, will sharpen students’ thinking about literacy and math based content, which will ultimately lead to improved performance on state exams. Teachers have received professional development related to this goal. School goals, however are largely set by the school administration and a select group of parents that are members of the School Leadership Team. As a result, an opportunity to include all stakeholders in developing the vision for school improvement is missed.
- Continue to enhance teacher team work by increasing the frequency with which teacher teams review school wide data, so that teachers make adjustments to practice and provide feedback to students in a timely manner. (4.2)

- The school administration has established several types of inquiry teams, each of which supports some aspect of the school's instructional goals. The Common Core and Instructional Lead teams focus on curriculum development, while the Inquiry team reviews school wide data to identify grade level trends. All of these teams include at least one teacher from each grade and either the school data specialist, instructional coach or an administrator. The teacher representatives on these teams are assigned to a grade, other than the one on which they teach, to share information discussed during team meetings. This distributed leadership structure gives teachers voice about issues that affect learning across the school. All teachers participate in their grade level team meeting to review data and make decisions about instructional practices that impact the students they teach. However, the school level inquiry teams meet infrequently, which prevents information about student data from being shared with teachers on a consistent basis. As a result, opportunities for teachers to make adjustments to their practice that could impact school wide trends in a timely manner are missed.

Part 3: School Quality Criteria 2012-2013

School name: P.S. 069 Daniel D. Tompkins	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<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?			X				
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?			X				
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?			X				
School Culture							
<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?			X				
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<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?			X				
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?			X				
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?			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				
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?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed