



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

J.C. Drumgoole

Elementary School 036

**255 Ionia Avenue
Staten Island
NY 10312**

Principal: Barbara Bellafatto

Dates of review: May 13-14, 2014

Lead Reviewer: Mary Barton

Part 1: The school context

Information about the school

Public School 36 is an elementary school with 934 students from pre-kindergarten through grade 5. The school population comprises 1% Black, 10% Hispanic, 84% White, and 4% Asian students. The student body includes 1% English language learners and 19% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 94.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The comprehensive school curricula offer a wide range of opportunities for students to explore Common Core standards-based learning experiences that support their academic progress. (1.1)
 - The school uses the *Teachers College Reading and Writing Project* (TC) units of study in reading and writing. A staff developer supports the work. Teachers have acquired additional resources including four mentor texts for each grade for use in four units of study and the use of *Newsela* for appropriately lexiled leveled informational text. Teachers use Depth of Knowledge (DOK) to design engaging tasks for all students including special education students and English language learners. Additionally, the school has introduced units of *Expeditionary Learning* in grades 3 and 5 around units that align to the social studies scope and sequence providing students with additional exposure to Common Core aligned text and tasks. *Go Math* was adopted by the school year as the major mathematics resource enabling students to focus on the major work of the grade. Teachers supplement *Go Math* with *Context for Learning Mathematics* to expose students to a variety of problem solving strategies in a real world context. Additionally, teachers on each grade level have identified priority standards in English language arts and mathematics based on internal and Measure of Student Learning (MOSL) assessments in the lower grades and on internal, MOSL and state assessment data in grades 3-5. Teachers use this information to make adjustments to units of study and track trends. For example, first grade teachers determined that students needed additional focus looking for key details in their close reading of text. Teachers have incorporated reinforcement of that strategy into subsequent lessons. In analyzing the Teachers College running records assessment, students in grade 1 who are meeting the standards in reading have risen from 62.67% in November 2013 to 77.15% in March 2014. The school offers a wide ranging arts program that is aligned to the Blueprint for the Arts. Students have the opportunity to take a half a year of instruction in each area (visual arts, band, theater and dance). They are assessed in each art form at the end of grade 3 and given a survey to indicate their preference in one of the four areas. All 4th and 5th graders including special education students and English language learners have the opportunity to take a two year intensive program in a specific art form to learn and develop their talents. As a result, students are engaged in rigorous and coherent curricula, aligned to the Common Core Learning Standards, enabling them to be on the path for College and Career Readiness.
- The school aligns common assessments to curriculum and uses rubrics to provide feedback to students, determine student progress towards goals and inform adjustments to curriculum and instruction. (2.2)
 - Teachers create and use common assessments at the start of units of study to determine student needs and use the information to adjust the unit and lessons. Post unit assessments are administered to determine student strengths and areas for improvement. This information is used to

adjust the unit and subsequent units. Teachers utilize the Teachers College writing continuum as the basis for providing feedback to students in writing. Students have goals for reading and writing which are reviewed and adjusted at the end of each unit after conferencing with their teacher. They also have the opportunity to reflect on their work as well as to provide feedback to peers on their writing. Common rubrics adapted from Go Math tasks are used to provide feedback to students in mathematics. Teachers collect information from the assessments in reading including running records, and writing to determine growth of their students. In mathematics, students are assessed at the beginning, middle and end of year to determine progress on particular identified standards. Students identified as being in the bottom 1/3 in mathematics are provided with supports such as extended day tutoring and are tracked with supports modified as necessary. Arts teachers use the Arts Achieve assessment to determine student progress in the arts and make adjustments to lessons and supports for students. In order to keep track of the many assessments administered during the school year, the school developed an assessment calendar listing all common assessments in English language arts, mathematics, social studies and science administered by month so that teachers would have another tool to help with planning and scheduling. In this way, teachers have a picture of students' strengths and areas for improvement and use assessment results to modify and adjust curriculum and lessons.

- The principal makes effective decisions to align resources with the goals of the school in order to provide students with optimal learning experiences. (1.3)
 - The principal makes it a priority to schedule four common preparation periods per week for each teacher with the colleagues on their same grade level. This common time enables them to meet regularly to look at and revise curricula, analyze student work, create appropriately challenging tasks for students and to plan to meet the needs of students. In addition to the time that teachers are provided with, the school pays for the services of a Teachers College staff developer, calendar days at Teachers College and the substitute teacher days required so that teachers may attend the professional development sessions. Teachers who attend professional development sessions are also expected to share their learning at faculty and grade conferences. With the new teacher evaluation system in place this school year, the school obtained permission for six calendar change $\frac{1}{2}$ days and used the time to provide professional development around the expectations of the *Danielson Framework for Teaching* and appropriate strategies for particular competencies. The school's major instructional focus this school year is around teachers' use of questioning and discussion practices which align with Competency 3b, using questioning and discussion techniques. This focus has resulted in an increase of teachers' performance in this competency from 57% of teachers rated effective or highly effective in December 2013 to 69% in May 2014. Students with disabilities are programed individually so that their particular talents and needs are met in line with the *Shared Path to Success* reform. These same students receive content area instruction from teachers who have an expertise in a core area. The Pupil Personnel team meets weekly but varies the focus of students. Lower grade students are discussed one week and upper grade students the next. Teachers and providers try out strategies and supports in the weeks after the particular meeting and report on progress

at the next grade level meeting. A school wide Citywide Instructional Expectations (CIE) team, with two teachers on each grade as members, meets regularly to look at and discuss curricula, instructional and assessment practices and brings back the information to grade level teacher teams. A dedicated cluster teacher for Youth Development facilitates weekly assembly programs around character education to reinforce behavioral expectations. During this time, teachers meet to participate in professional development or to continue team work. The principal has made arts education a priority and has hired four certified teachers in their respective arts area enabling students to learn from teachers with specific expertise. As a result of the principal's programming, hiring practices and use of the budget of this non-Title I school, teachers have shown growth in their instructional practices and students engage in varied curricula and tasks, including the Arts, as evidenced by student work products.

- The principal and her staff foster an inclusive community and provide students with a nurturing environment that supports social and academic growth. (1.4)
 - The school focuses on development of the whole child and has several programs in place to address the social and emotional development of students. All students, including special education students, participate in the school's arts programs enabling all students to develop their particular talents. In supporting the development of values and character, the school has a number of initiatives. A youth development (YD) cluster teacher works with each class for at least one semester a school year. She is the school's point person around the behavioral initiatives including the implementation of a school wide rubric for expected behaviors known as FLY based on the school's mascot, the Drumgoole dragon, and the PBIS (Positive Behavioral Interventions and Supports) program where students can earn "Drumgoole dollars" for positive behaviors by individual and class. Students can redeem their dollars in a school store or through a menu of experiences including spending time with particular faculty members in an activity. As a part of the YD cluster teacher's curriculum, she uses a character education program using literature around particular attributes which include respect, honesty, courage and justice. These attributes are connected to a book of the month that students read school wide with cross content activities and tasks in each classroom. A citizen of the month, exhibiting positive behaviors reflecting the attribute studied that month, is selected from each class. A family activity night is held monthly that also connects to the attribute of the month. Families listen to a read aloud of the same book of the month and then participate with their child on a related art project. Students have the opportunity to take ownership of the academic and personal behaviors they learn at school in a variety of ways. Sixty fourth grade students participated in "One Can Count" leadership training, sponsored by a local state senator. As a result of the training and reading the books "One" and "Zero", these students worked with buddy groups of students in kindergarten and first grade reading the books to them and having conversations about feelings with an anti-bullying message. Students who participate in the program spoke to how much they are learning from the experience. One student remarked, "I love learning about leadership and working with younger children. I really feel like I am helping them and myself." Students provide community service by assisting with the family activity nights and a school

service project which varies annually but always has a tie in the with the Staten Island community at large. Students serve as peer mediators by working out solutions among peers with problems, assist with running the school PBIS store, create school public announcements around behaviors and help with the overall running of the behavioral incentive program. In reviewing data from the OORS system, level 4 student incidents have decreased by 46% from last school year to the present time. As a result, students learn in an environment where positive behaviors enable students to acquire the academic and personal behaviors needed for success.

What the school needs to improve

- Increase teacher capacity to consistently use strategies, scaffolds and tasks that challenge all learners and promote high levels of thinking. (1.2)
 - In studying curriculum maps and units of study, it was apparent that planning was taking place to engage students in challenging text, tasks and problem solving with supports for English language learners and special education students were noted. In viewing classrooms, there is a disconnect from the curricula to the execution of some lessons. In some classrooms, teachers had several activities and appropriate supports in place to meet students at their entry points based on recent data. For example, in some mathematics lessons where this work took place, teachers worked with a group of students who needed more support based on the prior day's exit slip. Other students worked in small groups or independently. In a few classrooms, students who were ready for more rigorous work were able to tackle enrichment activities planned for them. In a literacy lesson viewed, students were grouped based on a recent assessment. Students were pulled for guided reading lessons while others worked in centers or on activities planned based on data. Meeting students at their entry points, however, was not consistent in all classrooms. In a number of classrooms, students were working in groups but all students did the same work with little additional support in evidence or protocols for students to use. Academic language supports varied from classroom to classroom with most word walls featuring words that were not relevant to the unit of study being taught. In viewing whole class discussions in mathematics, teachers frequently did not push students' thinking in solving problems. Teachers dominated the discussion in some lessons and did not extend opportunities for students to share their thinking with each other. As a result, there were missed opportunities for students to stretch their thinking and to receive the supports needed for success.
- Improve the consistency of policies and procedures around data collection and analysis to better inform adjustments to instruction that lead to increased student achievement. (5.1)
 - Teachers collect and analyze data on assessments administered throughout the year and use the information to adjust curriculum and instruction. However, in looking at the systems in place in the school at the present time, teachers have varying ways of collecting and recording the information. At the school level, the school is now looking at common assessment data in differing views (school wide, grade levels) in order to

see if the school is on its way to meeting school wide goals. For example, the school's data team has started the work of tracking and analyzing student progress on the Teachers' College Assessment Pro system by grade and determining implications for next steps in units and in instruction. There does not appear to be as streamlined a system in mathematics by grade level and subgroups. More formalized check-in systems are also not in place at the present time around some of the school level goals to assess whether the school is on its way to meeting them. With the absence of the analysis of data for student subgroups and the lack of uniformity in teacher data collection, the school is not able to fully assess the progress of particular groups of students toward meeting the standards.

Part 3: School Quality Criteria 2013-2014

School name: J.C. Drumgoole	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 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?			X				
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?		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 supports 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 those expectations?			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 student 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 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?			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