



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Daniel D. Tompkins**

**Elementary School R069**

**144 Keating Place  
Staten Island  
NY 10314**

**Principal: Doreen Murphy**

**Date of review: May 15, 2015  
Lead Reviewer: Kristine Mustillo**

## The School Context

Daniel D. Tompkins is an elementary school with 968 students from Pre-kindergarten through grade 5. The school population comprises 4% Black, 19% Hispanic, 61% White, and 16% Asian students. The student body includes 5% English language learners and 21% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2013-2014 was 94.0%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Well Developed</b>
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	<b>Celebration</b>	<b>Well Developed</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>Additional Findings</b>	<b>Well Developed</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Well Developed</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</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>Focus</b>	<b>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Well Developed**

### Findings

Across the vast majority of classrooms teaching practices align to the Danielson Framework for teaching and attend to evidenced learning needs.

### Impact

Instruction reflects attention to student engagement and strategic differentiation that results in all learners participating and owning high-level discussions and generating high quality work products.

### Supporting Evidence

- The school offers multiple programs to meet the needs of different learners, including NEST, Horizon, Integrated Co-Teaching and Gifted and Talented. Across all grades and programs students were working in high level tasks and teaching practices supported both learning scaffolds and extensions to learning. In a 2<sup>nd</sup> grade NEST classroom, teachers reminded students to “check-in” with their information and with classmates, a strategy we saw across classrooms to support attention. Students in this class worked to explore various graphs, represent information and develop questions for their data. Student generated questions is another strategy seen across classrooms and work products.
- In a grade 1 class students were working on a culminating task with a unit on Goods and Services. Students were working in partners with multiple resources related to their selected topic. As student worked, they came up with additional ideas for how they wanted to represent their learning. The teacher kept a list of various ways students could present learning to their peers. Students spoke to researching and organizing their “data” and “key details”. Students worked to create charts, mini-plays and power points to share their learning with their peers.
- Within certain units of study students are able to create their own lessons. Students select topics within the unit that they will become experts on. They develop plans that include goal, essential questions, turn and talk opportunities, mini-lesson and collaborative group work or constructed responses.

## Area of Focus

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All teachers are engaged in professional collaborations focusing on strengthening instruction and student achievement. Teachers participate in and lead multiple teams, including the instructional cabinet that informs school-wide decision-making.

### Impact

Throughout the school, professional collaborations facilitated by teachers and administration are resulting in strengthened instructional and leadership capacity of staff, instructional coherence and improved performance of all learners.

### Supporting Evidence

- Teachers lead professional learning opportunities including inter-visitations. Teachers participate in focal walks on professional development days to look at best practices across classrooms. A major outcome of this practice was the expansion of station teaching to improve student engagement with content.
- All pedagogues are participating in a book study, *Thinking Through Quality Questioning*. Teachers, paras and administrators meet in groups of eight to discuss the book, its connection to Bloom's taxonomy and its application to planning and instruction. This work has supported paras as they work with students in small groups, as well as resulted in the "think, ink, share strategy" being implemented across content areas. The self-assessment strategy was originally piloted by the grade 5 team in English language arts (ELA) and expanded across grades into math and science, as well.
- Teacher teams regularly review benchmark data in ELA and math. In the most recent review of DRA data shows 61% of students at or above grade level, a 7% increase since the mid-year benchmark. According the mid-year benchmark in math 70% of students across grades are demonstrating mastery of grade level content, an increase of 35 percentage points from the initial baseline. Such progress is attributed to the work of the instructional cabinet and the teacher teams which they lead implementing increased strategic scaffolds and extensions within learning plans.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

Curricula, across grades and content areas, emphasize higher order tasks and are regularly modified based on the academic needs of students.

### Impact

Curriculum unit plans provide opportunities for all students to engage with high level content and demonstrate their thinking in multiple ways.

### Supporting Evidence

- The science department has worked to align the scope and sequence to Ready Gen and Common Core Learning Standards with a focus on creating STEM projects that address multiple intelligences. Cluster and classroom staffs meet weekly for science planning. Cluster staff focuses on the hands-on learning component and student choice projects such as creating a spectroscope with a view of a selected constellation along with research on the constellation.
- While the school adopted Ready Gen for ELA, the school recognizes the absences of extended writing across genres. The school has utilized America's Choice to create a more balanced literacy model of instruction that supports student in reading and writing across content areas. The school has also brought in Achieve 3000 to supplement leveled literacy practice in school and at-home.
- In math, the teacher team on grade 4 compacted the curriculum unit on measurement to incorporate a project based assessment where groups of students could select a menu item. One project called on students to design a dream house, researching costs and creating floor plans and working with a budget. Another item asked students to plan a long distance trip looking at mileage, hotel cost, and gas expenses to develop a time and budget plan.
- A 5<sup>th</sup> grade unit of study on planets provided students with several opportunities to express understanding of content related to their selected planet. Students were able to write a science fiction play set on their planet, create a multi-dimensional model of their planet, create a board game with planetary questions, create a travel brochure to prepare for a visit to the planet, and present the mathematical data related to the planet, among others.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Well Developed</b>
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### **Findings**

Across grades and classrooms, teachers use common formative and summative assessments, aligned to curricula and Common Core Learning Standards to make instructional decisions around planning and practice to meet student-learning needs.

### **Impact**

Analysis of assessment results leads to actionable feedback and next steps for students and teachers so that all learners are aware of their next learning steps.

### **Supporting Evidence**

- The school uses rubrics and assessments aligned to instructional programs as a baseline. Teachers review the assessments and rubrics along with the Common Core Learning Standards and the unit of study to ensure alignment and attention to identified standards. Using this information, teachers will modify performance-based assessments to ensure they are receiving relevant feedback about student performance and giving relevant feedback to students around next steps. Assessments and rubrics are also reviewed vertically to ensure coherence and strategic progression. For example, the writing assessment for kindergarten requires students to verbally express main ideas and details and as these progress across grades students in grade 5 are asked to not only support claims with relevant evidence but also examine the underlying connections of quotes and figurative language to themes and big ideas.
- Students spoke to having personal portfolios where they set goals, receive feedback and monitor their progress in ELA and math. Students spoke to long-term goals that they identify as coming from the grade level expectations of the Common Core Learning Standards, along with short term and personal goals. One student identified that he had mastered goals associated with poetry and was developing goals within the next unit of study. Another student stated that he just selected a math goal for calculating the volume of composite figures.
- Exit tickets are used across the vast majority of classrooms to promote student reflection and assess understanding. A common form of usage gave students three pieces of paper with a shape and a question on each: What are two ideas that square with what you already know? (Square) , What are three ideas you can remember from class? (Triangle) and what's one question that is circling in your mind? (Circle). In science, students write paper tweet self-reflections. In a grade 4 math class, it was evident that the teacher had used the exit slips to create group work for students within word problem practice. Some students had problems that allowed them to practice and explore multi-digit multiplication, some worked on fractions but all worked in groups to discuss content through multi-step word problems. Students had roles based on their strengths and an organizer to ensure they were pulling out relevant information, identifying strategies and discussing solutions. Students were able to identify self and peer errors as errors of strategy, errors of computation, or errors of understanding.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
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### **Findings**

High expectations are communicated to parents and staff through multiple collaborative learning opportunities that are always accessible and shared throughout the school community.

### **Impact**

Systems for communication and collaboration results in partnering and shared accountability for student success and progress towards the academic expectations and behaviors associated with college and career readiness.

### **Supporting Evidence**

- The school hosts multiple workshops for parents including; Understanding the Expectations of the Common Core, Reading Strategies for Early Childhood Students, Math Games, and Understanding “the Test.” Administration and teachers also host Brown Bag lunches for groups of parents to discuss transitions. For example, parents of students in the NEST program participated in a Brown Bag lunch to discuss the transition to middle school and adolescent development. In addition to in school meetings and workshops, the school has developed a website to help parents access resources and keep them informed on unit expectations. This website includes teacher made and Engage NY videos connected to units of study. In addition, the school uses feedback from parents and teachers to plan Anchor Academy once a month. During Anchor Academy, staff facilitates recreational events for students while their parents work with teachers to practice math strategies in problem solving or strategies to support emerging readers.
- Parents receive monthly newsletters that keep them informed of curricula expectations. Parents also receive monthly progress reports that keep them informed of their child’s progress in literacy and math. Parents receive information on work habits and behavior daily through the DOJO app.
- Expectations for teachers are aligned to the Danielson Framework for teaching with a heavy emphasis on ongoing professional growth to improve service to students. Collaborative meeting structures, opportunities for teachers to observe highly effective practices within the school, opportunities for teachers to design in school professional development, opportunities for teachers to access external professional development with the understanding they will share new learning with their peers and ongoing conversations among teams that link practice to performance result in shared accountability.