



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

P.S. 036 J.C. Drumgoole

Elementary School R036

**255 Ionia Avenue
Staten Island
NY 10312**

Principal: Barbara Bellafatto

**Date of review: May 24, 2016
Lead Reviewer: Jennifer Eusanio**

The School Context

P.S. 036 J.C. Drumgoole is an elementary school with 919 students from grade prekindergarten through grade 5. In 2015-2016, the school population comprises 6% Asian, 0% Black, 11% Hispanic, and 81% White students. The student body includes 2% English Language Learners and 19% students with disabilities. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 95.1%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Developing
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	Additional Findings	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations and provide training for staff. The staff consistently communicates high expectations to families while offering ongoing feedback to help them understand their child's progress.

Impact

Structures and systems are in place which hold staff accountable and ensure parents are aware of their child's path towards college and career readiness.

Supporting Evidence

- School leaders utilize several types of communication including emails, memoranda and professional development workshops to share school-wide expectations to staff. One email reflects on results from a student survey and poses the question, "What would make homework interesting, relevant and meaningful?" for staff to consider while reflecting on these practices. Another email shares an article on providing learning-focused feedback and models to assist with questioning during conferences. The professional development plan reflects workshops and meetings where teachers are engaged in producing formative assessments including success criteria and learning progressions which is aligned to the instructional focus.
- Teacher feedback from school leaders provides clear strategies for improvement towards the school's instructional focus. A review of observation report feedback reflects suggested strategies including developing learning progression tools to help clarify success criteria verbally and visually. There is feedback on the use of questioning for understanding student needs and the use of success criteria. Teachers are provided additional professional support including mentoring and working with a coach which have improved the quality of teacher practices on assessment.
- Workshops, including those provided by the school and the *Teachers College Reading and Writing Project (TCRWP)*, share insight on the expectations in regards to student learning and testing. Beginning of the year curricula conferences lay out the work required for meeting grade-level expectations across the year. Meetings with teachers, phone calls and emails, including student-led conferences, help parents know how their child is progressing towards grade-level standards. In addition, grades are shared regularly by sending assessments home for parent signatures and inputting reading levels in homework notebooks and folders as part the school-wide policy. Parents report that resources are often provided by teachers and are listed in the school newsletters for home-school connection support.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Teacher strategies inconsistently provide multiple entry points into the curricula and student responses reflect uneven levels of thinking.

Impact

Instructional practices are in the process of leading all learners towards demonstrating higher-order thinking in discussions and work products.

Supporting Evidence

- In a grade 4 science class, students were grouped to investigate the connections between force and acceleration using hands-on materials including a ruler for a ramp, a toy car, books for height and a cup for determining distance and level of impact. All students used content vocabulary aligned to the unit in their explanations on how either the weight of the car increased the distance of the cup or how the height of the books influenced the speed. Students worked collaboratively to experiment, question each other's inferences and develop their own theories. However, this level of engagement was only prevalent in some of the classes.
- In an English Language Learners (ELL) class, students developed their own literal and inferential questions for discussion in small group Socratic seminars. Students reviewed their notes and evidence from the text, shared their responses to the group and were asked to develop new ideas. When asked about their new ideas, some students stated that they all agreed with each other and had no additional information to add to the conversations. Additionally, some students stated that they were focused on exploring themes, yet responses during their discussion were focused on answering their own self-generated questions which were mostly aligned to *Depth of Knowledge (DOK)* level 1 and 2.
- In another ELA class, students were working on understanding how to make predications based on prior knowledge of characters in a series book collection. The teacher asked students to turn and talk in order to make predications. Although, students were able to express their thinking through a turn and talk, the majority of the lesson was teacher dominated. In addition, students were limited to the number of predications they could make while reading their independent books by the teacher telling them they could only make two of them. Furthermore, all students were provided the same graphic organizer for completing the task.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The school's curriculum is aligned to the Common Core Learning Standards and/or content standards, integrates the instructional shifts and consistently emphasizes rigorous habits.

Impact

Purposeful curricula decisions are made to ensure tasks are rigorous, build coherence in order to promote college and career readiness.

Supporting Evidence

- Teachers utilize the *TCRWP* reading and writing curricula in ELA. The school has decided to use the support of a coach to assist teachers across grades in further understanding and unpacking the Common Core Learning Standards as they relate to the *TCRWP* units of study to modify objectives into learning intentions. In addition, the majority of teachers have adopted an online lesson planning tool which is used consistently for planning across grades. Other online tools contain the curriculum maps for the school which serve as a living document when changes are made and serve as a mechanism for transparency in curricula implementation for all teachers. Although the school uses *GO Math!* as their primary math curricula, *Context for Learning* units are used as a supplement to leverage math practices. Both ELA and math curricula demonstrate an alignment to the Common Core Learning Standards. Science and social studies units are based on the New York City (NYC) scope and sequence using *Delta* and *Foss* programs and outreach arts organizations to supplement certain units including immigration.
- The use of mentor texts serves as a model for proficient writing and for implementing close reading strategies. Student folders contain mentor texts which have been annotated and are used as exemplars. Content vocabulary is clearly emphasized in all lesson plans. In a grade 4 science lesson plan, words such as force, distance and acceleration were highlighted, while in a grade 1 Integrated Co-Teaching (ICT) plan, the task asked students to sketch figures using shapes where students had to identify them and their characteristics with a partner. Words such as trapezoid and hexagon were prioritized. In math, one task included station teaching activities geared to provide real world problems when graphing points and interpreting their value in the context of a situation.
- Essential questions in curricula and tasks are aligned to *DOK* level 3. In a grade 3 ELA curriculum map on research clubs, focus questions asked students to synthesize their new learning on either animals or natural disasters. In a grade 4 curriculum map, unit content objectives included students using a variety of strategies and models to multiply and solve comparative multiplication and multi-step problems. In a grade 4 task in social studies, the guiding questions provided ask students to determine the effect of immigration on New York State and the United States.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote school goals and the Common Core Learning Standards. Distributive leadership structures are in place where teachers have a voice on key instructional decisions.

Impact

Increased instructional and leadership capacity have strengthened improved teacher practices which affects student learning across the school.

Supporting Evidence

- Grade teams meet to discuss and analyze student data and work to determine curricular modifications for future instruction. In the kindergarten team, teachers using formative assessments and student benchmark data. This year, the team determined that students demonstrated difficulty with subtraction and the vocabulary connected to this skill. Thus, the team revised lessons to increase the use of manipulatives and realia, and to focus on vocabulary by having students act out scenarios where these words would apply in a given situation. In grade 5, teachers noted that problem solving in math is an issue and even after using key words and color coding, students still experienced issues. This was determined by analyzing their mid-year assessment. Improvements occurred when new strategies including explicit step-by-step modeling of an equation and the use of the seven-steps-to-success strategy, were shared and applied.
- During a grade 3 team meeting, teachers reviewed their math end-of-year benchmark data to determine how their target students performed on specific standards. To meet their goal, teachers implemented strategies such color-coding and annotation within small groups. Several students made progress in the target math standards. In addition, the team decided to focus on other skills based on their analysis and developed a plan to use *Context for Learning* as part of a review and decided to create an assessment to determine students' progress. Furthermore, teachers came to consensus about strategies to implement during this mini-unit including color-coding and annotation and the use of questions similar to the end-of-year assessment.
- Weekly grade leader meetings occur on Thursdays where teachers meet with the principal and cabinet regarding school instruction. Teachers on this team serve as grade liaisons to ensure that lines of communication are clear between school leaders and teacher teams. In addition, the team makes instructional decisions and revisions to the curricula calendars by considering pacing and focused areas of improvement based on teacher teams' input. After a review of teacher observation data, the team has revised the professional development calendar to meet both teachers' and students' needs including increasing training on success criteria and learning progressions throughout the year. Teacher input on instructional tools and books have also been a topic for conversation and decision making.

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Teachers are in the process of further aligning assessment criteria to the curricula and developing their use of common assessments across all grades and subject areas.

Impact

The lack of consistent, actionable feedback, and curriculum and instructional adjustments for students across all content areas serve as missed opportunities for teachers to meet the needs of all learners.

Supporting Evidence

- In some of the lesson plans, learning intentions were not accurately matched with success criteria presented in class. In one lesson plan, the intention was to analyze a book by actively participating in Socratic seminar. However, assessment criteria focused on making logical conclusions then discussing inferences, which are two different requirements and skills. In addition, the criteria did not reflect the expectations for discussion other than discussing clues in the text. This was similar in other assessment criteria reflected in lesson plans.
- During a meeting, some students shared that feedback was helpful and that teachers give them next steps to work on in order to improve the quality of their work. One feedback post-it on an ELA summary shared that the student needs to work on providing multiple main ideas in her piece and provided her with strategies to improve the writing. However, another student with a similar assignment and feedback was not given any actionable next steps to improve his summary. A review of student feedback in folders reflected that the majority of feedback using glows and grows is provided in ELA, yet varies in use in math, and even fewer opportunities for feedback exist in other subject areas.
- The school staff consistently monitors ELA data using the *TCRWP* running records four times per year and on-demand writing assessments. During the beginning of the year, school leaders analyzed the information and determined that main idea and supporting details were areas for improvement across all grades. Weekly grade-level data teams monitor student progress using ELA data and have made amendments to curriculum maps to change the level of pacing and types of activities or resources. Grade 2 and 3 teachers created mini-units to supplement the curricula with a focus on main idea and supporting details. Similarly, math data using benchmark *Go Math!* exams are analyzed, and changes are made to improve skills especially in problem solving and fluency. However, evidence of consistent monitoring of data and adjustments to curriculum and instruction across other subject areas was not prevalent.