



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

The Daniel Mucatel School

18K115

**1500 East 92 Street
Brooklyn
NY 11236**

Principal: Denis Guerin

**Dates of review: May 25-26, 2011
Lead Reviewer: Sarah E. Goodman**

Part 1: The school context

Information about the school

Daniel Mucatel is an elementary school with 1247 students from pre-kindergarten through grade 5. The school population comprises 87% Black, 6% Hispanic, 2% White, and 2% Asian students. The student body includes 4% English language learners and 3% special education students. Boys account for 47% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 95%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The faculty provides a consistent message of high expectations to students and families involving them in the on-going work towards academic success.
 - The students consistently express their understanding that the school expects them to succeed. One student said, “We always have a reliable person to help us to be our best and be at our grade level and never be behind.” Parents and students understand that Daniel Mucatel aims to prepare students for middle school, high school and college, and laud teachers as “persistent” when they assign frequent homework and maintain constant communication with students, including working with them during lunch and on the weekends.
 - The long-time parent coordinator puts together a calendar for families every month featuring a wide range of well-planned activities. This includes workshops that help families to understand academic topics like English Language Arts or Math, ARIS and the gifted and talented program. Other offerings build high expectations for students’ artistic abilities and encourage parent involvement, including a university partnership that targets family nutrition, dance workshops, and volunteer opportunities. As a result of strong communication with families and high quality programs, individual sessions are often attended by more than sixty parents.
- The school gathers and analyzes a wide variety of student data to find areas of strength and need to guide effective systems that promote student achievement.
 - In response to a deep analysis of state summative assessments and on-going predicative measurements, the school redefined their Saturday academy for struggling students as well as targeted level 3 and 4 students for the first time. The administration and coaches encouraged attendance through extensive parent outreach. As a result, the school had over 400 students regularly attending these sessions.
 - This year, the administration is closely monitoring attendance and safety data. The attendance team meets several times a month to track lateness and attendance issues and develop and implement a plan of action. As a result, the school has one of the highest attendance rates in the district and has increased its attendance rate from the previous year. In addition, the school analyzed safety incidents by the time of day and realized many occur during recess and lunch. In response, they have purchased additional games for children to play at recess and lunch, trained para-professionals on their use, and instituted a school wide incentive program that builds an atmosphere of greater respect among the children.

- Inquiry teams are supporting data based professional collaborations to improve student learning.
 - As a result of administrative collaboration, all teachers are involved in grade level or cluster inquiry teams this year. The school's coaches, assistant principals, and principals rotate through the teams to offer guidance and support. Teachers report that the time and structure provided by these teams has increased the sharing of best practices and built peer support, improving learning outcomes for students. For example, in response to an analysis of a range of data, the first grade team decided to focus on vocabulary development. Together, they developed a variety of games to target certain students that led to large gains on post-tests and led them to incorporate a wider range of instructional methods to further support decoding and phonics.
- Teachers are working independently and in teams to utilize a range of assessments that support differentiation and instructional adjustments.
 - Administrators and teachers are involved in an on-going process of generating useful data from city, state, and school level assessments, examining the information, and adjusting curriculum. This year, the principal provided data binders and support on their use to all teachers. Teachers are using their binders in a variety of ways including to inform flexible groupings in ICT classes, making adjustments to curriculum maps to allow re-teaching, and the creation of tiered assignments.
- The administration effectively utilizes resources to support teacher development and student programs that promote academic goals.
 - The school prioritizes funds targeted for professional development. Teachers and administrators take advantage of a wide range of network and city workshops that align with their instructional goals, resulting in improved practice in the classroom. This year, Smart Boards are integrated into lessons more effectively as a result of an effort to certify each teacher in their use. Per-session funds are thoughtfully utilized to integrate faculty into parent workshops that build support for learning at home and including planning time for Saturday academy staff.
 - This year, all grade level teachers have a joint inquiry period and two additional common prep periods. These scheduling decisions have provided more opportunities for teachers to collaborate and build capacity to analyze available data and make instructional decisions based on that information.
- The administration is working to collaboratively develop a short list of school wide goals that align programmatic decisions to continued school development and progress.
 - The administration has developed targets to improve inquiry work, math and English performance, and parent involvement. These four goals were developed, revisited, and revised after a close examination by the administration. A spring retreat brought in a range of stake-holders, including teacher leaders and parents, to review these four areas alongside the school's mission statement. As a result, the community has

a unified vision of what the school means by achievement and what steps it will take towards reaching its goals.

What the school needs to improve

- Expand professional development for teachers to help them better incorporate key standards and rigorous tasks into their planning and to provide students with more consistent opportunities for critical thinking.
 - The school has worked with curriculum mapping in the past and made an effort this year to take advantage of a wide range of professional development to support this process, as all teachers have begun working with the evolving state standards. While there is a curriculum map on file for every course in the school, they do not consistently highlight the evolving state standards, key school standards, and/or provide guidance to structure higher order thinking. As a result, the planning for rigorous tasks at the school is inconsistent across the faculty.
- Improve teacher practice to provide more engaging classroom strategies that will lead students to produce more meaningful and higher level work products.
 - Engagement and work products at the school vary. A theater class follows a vertical curriculum that builds student voice and understanding of character in an interactive way, some classes consistently utilize open ended math problems, and many teachers develop group work that encourages student dialogue. Other classes utilize data to differentiate levels and offer flexible groupings, but engage students only generally, missing opportunities to develop higher order thinking through student-directed activities.
- Increase the rigor of the evaluation of curricular and pedagogical decisions to raise the levels of student thinking.
 - The school has made a concerted effort to integrate the evolving state standards into the curriculum and daily instruction, but is just beginning to think about systems to ensure student work is able to consistently align to these goals and engage students. This year, the assistant principals were re-assigned to enable them to focus on teachers within common grades. While this decision has created a better understanding of instruction across a grade, the school has just begun to evaluate instruction on a level that leads to school-wide adjustments. As a result, some of the best teaching practices in the school are not consistently shared as the standard to reach for the benefit of all children.
- Support professional development by integrating a deeper collaborative analysis of learning outcomes to improve instructional practices.
 - The full time math and literacy coach work together to target teachers new to the school or grade, or as identified by the administration. They provide support in cycles of modeling, co-teaching, and observations that focus on particular skills or strategies. The principal and assistant principal carry out formal observations of the staff that include detailed

accounts of what teachers are doing well and where they can grow. However, the administration has not integrated a systematic way to target teacher development by examining student data and work products alongside the observations to more effectively reach the school's goals for student achievement.

Part 3: School Quality Criteria 2010-2011

School name: K115, The Daniel Mucatel School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, 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, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching 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
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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