



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report 2013-2014

The Patrick F. Daly School

Elementary School K015

**71 Sullivan Street
Brooklyn
NY 11231**

Principal: Peggy Wynn-Madison

Dates of review: February 10-11, 2014

Lead Reviewer: Anita Skop

Part 1: The school context

Information about the school

The Patrick F. Daly School is an elementary school with 395 students from pre-kindergarten through grade 5. The school population comprises 28% Black, 55% Hispanic, 11% White, and 2% Asian students. The student body includes 7% English language learners and 30% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 91.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school leader, cognizant of the unique needs of her diverse community, utilizes all available resources to address the needs of students, families and faculty, ensuring that student achievement is the top priority for all. (1.3)
 - As a school that services English language learners (ELLs) as well as special education students in a low socio-economic area, budgetary and staffing resources have been well aligned to goals and student needs. For example, grants from elected officials have been used to ensure that classrooms are equipped with smart boards and are used to visually enhance lessons and increase multiple access points for learning. Space and funding have also been allocated to a sensory gym to support the learning styles of special needs students. Carefully budgeted and expanded intervention cycles provide additional small group instruction three days a week, providing additional strategies for struggling students. In addition, the Great Leaps program, administered by trained paraprofessionals, not only supports students with fluency needs, but is an example of how well the school utilizes every member of the staff to reach goals of improved student outcomes. Further, extensive arts partnerships provide the students with rich learning opportunities that would not readily be available to all students. These partnerships are linked to academic goals. In collaboration with the Metropolitan Opera students create operas, enhancing literacy skills through interdisciplinary script and aria writing. As a result, students are working in numerous modalities on meaningful work products, such as the extensive rubric evaluated writing that was seen across classrooms and during student meetings and that focused on the school-wide goal of improved student achievement.
 - Teacher time is carefully structured so that extensive collaborative planning and review of student work, deeply aligned to the school's goals are prioritized. Grade teams meet three times a week formally in addition to self-scheduled informal teacher lunch meetings. Teams routinely review data and student work, implement strategies as a grade and re-assess student growth to determine strategic success. This was clearly evidenced during the team meetings. Additionally scheduled teacher time is also used to directly impact student learning with clearly defined six to eight week cycles of intervention targeting lowest third students. Consequently, all teachers see themselves as reading teachers who benefit from the collaborative sharing of reading pedagogy through extensive teacher to teacher professional development, as was shared at an English language learners Institute held for the entire staff. Students are therefore consistently challenged with tailored learning experiences such as Estrellitas phonics for dual language students and alternative non-fiction books aligned to the curriculum for special needs students.
- Teachers at each grade level create common assessments, rubrics and tasks, and rigorously analyze the resulting data to identify gaps in learning, targeting prescriptive instructional strategies to address these needs. (2.2)

Reflectively analyzing data on state assessments, Common Core tasks and on-demand writing, the school has identified improved student writing as a school-wide goal. Enhancing a benchmark writing structure that was introduced last year, all teachers consistently use aligned rubrics to assess on-demand writing and process writing tasks at key intervals. Teacher developed checklists enable students to self-assess written assignments to ensure that all components are well addressed. Teacher conferences discussing rubrics with authentic comments provide actionable feedback and next steps to students in all areas, including content, organizational structure and grammar, usage and mechanics. Further, the curriculum has been adjusted to include “quick writes” on demand that are then used to create small guided writing groups that focus on student specific areas of need in grammar. Speech teachers have also been integrated into the focus on writing by including writing during speech support and targeting subgroups clarifying students’ abilities to hear letter sounds as they decode words. This intensity of focus is evident in the use of data in all content areas. Unit assessments in Go Math are also regularly disaggregated and used to fine-tune instruction, as are those for science and social studies using rubrics that are aligned to the CCLS. Fountas and Pinnell reading levels are assessed three times a year and extensively reviewed to identify trends and needs, which then translate into curricular adjustments. This strategic use of data to track progress and provide students with next steps has resulted in increased stamina and improved use of language structure in writing as well as stronger problem solving skills, evidenced in math work samples and writing tasks seen across classrooms.

- High expectations for all students and staff ensure that quality instruction results in strong academic and social emotional skills that prepare students to face college and career challenges with resilience and confidence. (3.4)
 - Utilizing the rigorous demands of the Danielson observations and the requisite feedback to teachers, the school leader has coherently aligned expectations, feedback and support to school-wide goals of improved student achievement. Monthly staff notes also embed these expectations into the school’s culture. To ensure accountability, the school’s cabinet reflects on observations and provides targeted support to identified staff, creating cycles of expectations for improved instruction. These structures translate into enhanced teacher practice that provides students with skills needed for college and career success. For example, professional development with Stephanie Harvey, a highly respected literacy expert, raised the level of writing expectations through the enhanced use of “quick writes” that led to greater language skill development, clearly demonstrating the connection between high expectations, accountability and student growth.
 - The principal and her staff have embedded high expectations in all aspects of school life. These expectations are regularly communicated to families through monthly newsletters and monthly Parent Association meetings. They are, also consistently evident to parents and students in the skills prioritized in student work. Note taking in grades four and five, collaborative group work with clear protocols and roles, a strong focus on organizational skills, the use of paraphrasing and student presentations of work to classes, school-wide and to the community reliably prepare

students to transition to middle school and beyond. The African Market Place project required students to craft an item for sale, a business plan and a method to obtain and repay a business loan, while a kindergarten animal study included presentations and written reports. Further, the Cook Shop program enables parents and students to work together on specific projects, thus partnering with parents in raising expectations for student success. These and other tasks, coupled with extensive rubric defined feedback enable students to develop college and career readiness skills and parents to track progress towards these goals.

- The principal skillfully uses the Danielson Framework to assess pedagogic needs, providing robust professional development and collaborative learning options that individualize supports and enhance pedagogy school-wide. (4.1)
 - The formal and informal observations of the Danielson Framework, in alignment with school-wide goals, are used by the school leader to define expectations for teacher practice and provide targeted, precise feedback that is a clear barometer for teacher next steps. This is then coupled with extensive professional development and follow up observations, ensuring that needs are addressed and progress is routinely evaluated. The depth of the principal's skill in this area was evidenced by comparing the feedback and supports provided to two teachers at different stages in their careers. An out of classroom teacher who was transitioning back into a classroom was assessed and provided with feedback that indicated a need for support in planning as an area for improvement. She was treated as a new teacher and received heavy one to one coach support with model lessons, intervisitations and principal coaching. A strong, highly experienced pedagogue whose feedback indicated strong instructional skills, was trained over the summer in a wide range of curriculum content with the goal of serving as a teacher leader and also attended training for gifted students so that she could push her general education students to even higher levels of achievement and bring interdisciplinary strategies to the school as a turn-key trainer. As a result of this depth of practice, all teachers have enhanced their practice, and ADVANCE data indicates teacher growth across Domain three.
 - The rigorous use of the Danielson Framework has enabled the principal to select professional development opportunities that address both teacher specific needs and identified school-wide goals. Reflections on both areas led to the work with Stephanie Harvey in writing and the use of strategic training in the Danielson Framework by talent coaches, norming teacher expectations and pinpointing those in greatest need of support. Further, since the school has made the budgetary decision not to hire an assistant principal, opportunities for distributive leadership are wide-ranging, and are readily and eagerly filled. Grade leaders on every grade form the majority of the academic cabinet, while a literacy coach, the Special Education Teacher Support Service (SETSS) teacher, the academic intervention services teacher and English as a Second Language teacher all provide coaching to assigned grade levels. Hence, the use of the Danielson is seen as a professional development tool designed to support teacher growth and teachers are consistently provided with meaningful training that translates into quality instruction for all students, which has resulted in greater student mastery of written

skills as evaluated by the rubric driven quick-write process, especially in grades 3 to 5.

What the school needs to improve

- Modify curriculum maps to include more content support so that units of instruction better prepare students for the rigors of the Common Core. (1.1)
 - The school has reflectively aligned the curriculum in all content areas to the Common Core Learning Standards (CCLS) and/or content standards and has done a creditable job of integrating CCLS expectations and tasks across all content areas, through the use of writing as a core focus. CCLS rubrics and extensive non-fiction study have been expanded school wide and have improved writing in all grades. In addition, deep curriculum choices support the learning needs of all subgroups. For example, “Estrellitas” is used for phonics instruction in dual language class and to support English language learners, while the strategy based English language arts curriculum, “Making Meaning” is supplemented by Foundations to ensure that students develop strong decoding and fluency skills in the early grades. Further, the Wilson Reading program and Great Leaps are used to target special needs students and struggling readers, and teachers and teacher teams routinely review student work and adjust the curriculum to meet student needs. However, as students often enter the school with limited experiential knowledge they often cannot make prior knowledge connections to non-fiction reading. Moreover, building prior knowledge is not consistently seen in every classroom. As a result, students, especially English language learners and struggling readers, cannot deeply grasp the reading content, limiting their capacity to deepen learning and improve achievement.
- Expand student discussion so that classroom instruction provides multiple entry points to higher order thinking in all content areas. (1.2)
 - Teaching practices across all classrooms evidence a coherent belief as to how all students learn best. Small group instruction, the ongoing use of individualized scaffolds and a strong social emotional support system are evident school-wide. In an Integrated Co-Teaching (ICT) class a fidgety student was taken to a corner for a moment of movement and exercise by a paraprofessional and then seamlessly returned to the class discussion. In another class mnemonics and context clues were used to help a group of students find the meaning of new words. Teachers routinely ask students to turn and talk in all content areas, and students work in partnerships and small groups on every grade, supporting each other’s learning. In a third grade class, students in partnerships discussed their wonderings about the book Brave Irene by William Steig. A print rich environment was also evident across grades, especially useful in supporting English language learners, special needs students and struggling readers. Additionally, students are often asked to provide text evidence for opinions and in response to reading statements. In a fifth grade class students were asked to provide a rationale for the boys leaving the mother’s house. One student stated that, “If they stayed at the mother’s house, they (Confederate soldiers) would come after them and the mother,” referencing the plot of the story. Nevertheless, turn

and talks, as classroom discussions though highly evident do not always result in deep discourse as questions such as “How did the lady get to the store?” do not provide opportunities for deep levels of thinking, inhibiting some students from developing higher order thinking skills and student ownership of their learning.

Part 3: School Quality Criteria 2013-2014

School name: The Patrick F. Daly School	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