



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

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

# **Quality Review Report**

## **2014-2015**

**The Wakefield School**

**11X016**

**4550 Carpenter Avenue  
Bronx  
NY 10470**

**Principal: Yvonne B. Williams**

**Date of review: January 6, 2015  
Lead Reviewer: Cheryl McClendon**

## The School Context

The Wakefield School is an elementary school with 561 students from grade pre-k through grade 5. The school population comprises 56% Black, 30% Hispanic, 1% White, and 6% Asian students and 7% American Indian students. The student body includes 29% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 90.0%.

## 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>Proficient</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>Focus</b>	<b>Proficient</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>Celebration</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>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

### Findings

Across the vast majority of classrooms, curricula-aligned assessments, rubrics and grading policies are used by teachers to provide meaningful and actionable feedback to students. Data yielded from common assessments, illustrate students' progress towards goals across subjects and grades and inform instructional modifications that result in increased mastery for all students.

### Impact

The use of Common Core-aligned rubrics facilitates feedback that students understand and act upon. The use of common assessments facilitates the planning and implementation of instruction and necessary interventions for all students.

### Supporting Evidence

- During every benchmark period, students' writing performance and progress are measured and monitored through the use of the "7-Trait" rubric. This data is charted by class and by grade for class level and school level analysis, creating a clear picture of individual and group mastery of concepts and skills taught and assessed.
- From kindergarten through grade 5, grade-appropriate rubrics are attached to performance-based assessments and other tasks in all subject areas. In addition, teachers provide written, rubric-driven and task-related feedback to students in the form of "Glow" and "Grow" statements. During the student interview, students explained that the rubric "tells you how well you organized your work" and "how well you present your ideas on an essay". Students were able to explain the written feedback they received from the teacher on specific assignments and discuss what they needed to work on in order to improve.
- Teachers throughout the grades track reading progress by conducting and analyzing Fountas and Pinnell Running Records at three benchmark periods during the year. Teachers also chart and analyze students' progress towards mastery of Common-Core aligned reading skills within each *ReadyGen* unit. Teachers triangulate the data and develop goal setting profiles for at-risk students. The profiles contain the data, planned intervention strategies, targeted time-bound goal(s), progress-monitoring measure(s), level of goal attainment and next steps.
- *My Math* diagnostic assessments measure progress in targeted skills bi-monthly and teachers analyze performance to inform instructional planning and goal-setting for targeted groups of students. For example, based upon analysis of the September *My Math* diagnostic assessment, a second grade teacher's goal-setting profile reflects Response to Intervention planning for 14 students who performed far below grade level in *Number and Operations* and *Measurement and Data*. Teaching implications from the data reflect a need for strategy grouping, individualized instruction, implementation of specific Universal Design for Learning strategies, emphasis on math vocabulary and multiple means for representation.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Common Core aligned instruction across grades and subjects consistently immerse students in learning activities that promote higher order thinking. However student ownership of learning was not evident in the vast majority of classrooms visited.

### Impact

Higher-order thinking and participation are reflected through student work products and discussions across the classrooms visited. Tasks and strategies that foster student ownership of learning are not yet consistently evident across a majority of classrooms.

### Supporting Evidence

- Student to student discussion was evident across classrooms, increasing opportunities for students to learn from each other. For example, in some classrooms students were observed citing text-based evidence as they responded to questions about texts. In one fifth grade classroom, selected students provided evidence from the text to support their inferences about the author's point of view, after they had engaged in a "close reading" of an excerpt of "Heart and Soul".
- In some classrooms students were observed using higher-order thinking skills as they engaged in student-to-student discussion. For example in one fourth grade class, students were observed discussing their predictions and analyses of place value patterns in multiplication, while in another class, students referred to multiple sources as they presented persuasive arguments for the preservation of rainforests. This high level of ownership of learning was not evident in many other classrooms.
- During math instruction, teachers were observed using strategies to develop students' conceptual understandings. For example in one third grade class, the teacher guided students in identifying, color-coding and naming basic patterns on addition tables. The teacher also encouraged two students who identified advanced patterns to share and explain. In another class, the teacher engaged students in an exploration of the geometric shapes of various classroom structures and identification of the number of vertices within each structure. However in a few classrooms, concrete and representational models and supports that strategically offer all students multiple entry points to learning, were limited or unavailable.

## Additional Findings

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

School leaders and teachers ensure that Common-Core aligned curricula, with integration of the instructional shifts, is coherent and effectively promotes college and career readiness for all students. Across grades and subjects, curricula and academic tasks are designed to consistently engage all students, including English language learners and students with disabilities, in rigorous habits and higher-order skills.

### Impact

The integration of curricula and related resources across content-areas engages all students, including English language learners and students with disabilities, in interdisciplinary learning that is Common Core aligned. Curriculum plans include challenging tasks that promote student progress towards meeting the expectations of the Common Core Learning Standards.

### Supporting Evidence

- In English language arts, teachers have integrated social studies and science content-area informational texts with the *Ready Gen* curriculum for greater alignment to the Common Core Learning standards.
- Unit plans and lesson plans reflect the instructional shifts through the inclusion of: reinforcement of key academic vocabulary embedded in learning activities; tasks that require students to provide text-based evidence; previews of close-reading questions; and concrete manipulatives to scaffold math learning for all students, including English language learners and students with disabilities.
- Throughout the grades teacher teams develop unit plans containing essential questions, Common Core Learning Standards or content standards, student learning objectives, sequence of learning activities, texts used, and assessments (diagnostic, formative and summative). In addition, teachers use a school wide comprehensive lesson plan format which details specific supports for English language learners and students with disabilities, inclusive of assistive technology supports.

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

School leaders' well-communicated high expectations for the level and quality of teacher professionalism, instruction, communication and other criteria related to the Danielson Framework for Teaching, are matched by effective teacher training opportunities and a system of accountability. School leaders and teachers engage in meaningful partnerships with families to support students' progress towards college and career readiness.

### Impact

A myriad of professional learning opportunities support teacher development and planning, with inter-visitations, teacher resources and coach support positively impacting the development of pedagogical practice. Parents feel well-supported and highly informed about their children's education and effectively partner with the school in improving their children's performance.

### Supporting Evidence

- School leaders, in collaboration with network representatives, offer innumerable professional learning options that teachers may, at times, self-select. Topics covered include: Effective Teacher Teams; Using a Protocol for Analyzing Student Work; Providing Scaffolded Questions and Additional Supports for Special Populations; Universal Design for Learning Strategies; Backwards Planning; Performance-based Tasks; and Data Analysis.
- School leaders have instituted "inter-visitation" as a tool for collaborative sharing and support. Participating teachers visit supporting teachers' classrooms to engage in focused observations of lesson pacing, questioning, student engagement, differentiation and/or management, as determined through teacher observation and teacher self-reflection.
- School leaders conduct on-going observations, using the Danielson Framework for Teaching, and provide timely feedback. In addition follow-up supports such as teacher resource articles, inter-visitation plans or targeted support from an instructional coach are provided for teachers who are "developing" in one or more specific components of the Danielson Framework.
- During the parent meeting, parents reported that the parent coordinator has facilitated workshops that inform parents of expectations of the Common Core Standards. Parents were also very vocal about their satisfaction with the supports that the school provides for their children. Respective parents of two students with special needs asserted that teachers provide high-quality education for all students, including students with special needs. One of the parents talked about how her child's teacher assisted her with strategies for pulling detailed evidence from the text to support claims. She was then able to effectively support her child with homework assignments. Another parent was pleased that her child's teacher identified a developmental issue and provided activities to improve his "pincer grasp".
- Parents stated that teachers attach rubrics to students' notebooks for student and parent reference. Parents also listed at-home supports such as Connect Ed, Razz Kids and School Messenger, which are used by the school to engage them in learning partnerships.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

Teacher teams engage in consistent analysis of data and student work of focal students, resulting in improved pedagogy and student progress. Teacher leadership capacity and collaborative decision-making are supported by the school’s established distributed leadership structures.

**Impact**

Collaborative analysis of student work enhances teacher capacity for identifying intervention strategies to meet all students’ needs. Teacher leadership is enhanced through distributive teacher leadership structures linked to teacher team meetings across the school.

**Supporting Evidence**

- Horizontal grade-level teacher teams meet weekly to discuss and analyze student work and assessment data. During a second grade teacher team meeting the presenting teacher shared a student writing sample. All teachers received a copy of the work and were given time to analyze it. The presenting teacher discussed her concern about the student’s use of low level vocabulary words and repeated convention errors. Teachers discussed strategies to support the student in these two areas and also discussed supporting the student’s organization skills by reinforcing the use of temporal words.
- The “Special Populations” teacher team meets monthly to discuss curricula alignment with the Common Core Learning Standards, the planning and implementation of Universal Design for Learning strategies, and using data to drive instruction.
- Teachers serve in various roles that allow them to contribute to schoolwide decision making. For example individual teachers serve as members of school based committees such as the PTA, Professional Development Team and School Leadership Team. Teacher team members also have a rotational system of leadership roles and responsibilities; presenters are responsible for bringing copies of student work for analysis while the facilitator guides the meeting. There is also a note-taker and a timekeeper.