

Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



BEDS Code	331500010015
School Name	P.S. 15 Patrick F. Daly
School Address	71 Sullivan Street, Brooklyn, NY 11231
District Name	NYCDOE CSD 15
Principal	Peggy Wyns-Madison
Dates of Visit	June 3, 5, 7, 2019



Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school’s commitment to improvement.

The report provides a critical lens to help the school best focus its efforts.

School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>

The most recent results for the “All Students” group at the school are as follows:

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
2	1	1	n/a	1	2

Patrick F. Daly School serves 490 students in grades pre-kindergarten to five.

Information about the visit:

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative.
- The team visited a total of 26 classrooms during the visit.
- The OEE visited nine classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including schoolwide data and student work.
- In advance of the visit, 58 staff members (100 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. This school year, the school leader implemented family engagement practice activities and events to increase parent involvement. These are held once a month for parents and families to come into the school for breakfast, and then visit and participate in their children’s classrooms. Students interviewed shared that they like their parents to come into school and visit their classes. Teachers stated that due to the family engagement practice activities, parents have become more communicative about issues regarding their children. Teachers and school leaders reported that since this program began in September, the number of parents participating in special events has grown.
2. This year, the school has implemented many activities such as, and not limited to, the Junior Broadway Play “Beauty and the Beast,” the End of the Year Carnival, and the fourth and fifth grade outdoor math station lessons to motivate students and help them succeed academically, socially, and emotionally. Teachers, parents, and school leaders interviewed shared that these activities give students alternative ways to express themselves other than just academically. Students interviewed shared that they enjoy doing these activities that are interesting and not seen as schoolwork. School leaders stated that these new activities have been instrumental in boosting student’s self-worth and self-esteem. They also stated that some students who do not excel academically, excel in the arts and that these activities provide them an avenue to explore success.
3. School leaders have established a system where students’ work is displayed throughout the year for everyone to celebrate. The IIT found that the school environment is inviting through artwork and displays of student work. Teachers and school leaders shared that this year, the displays are changed frequently. The school utilizes a consultant to display the work in an artistic way known as installation art. Students, teachers, and parents reported these displays play a role in creating a strong community with a family-like feeling.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **School leaders should routinely analyze and monitor attendance data.** There was a lack of clarity around how the attendance team uses data to inform its decision-making regarding students with chronic absences. For example, the data for these students is not regularly reviewed, compared, and analyzed to track the effectiveness of adopted interventions or supports given by the school leaders and staff members.
- **School leaders should work with teachers to create systems to track student progress in math and English Language Arts (ELA).** Teachers meet during grade-level meetings to align standards to the work they are doing in English language arts (ELA) and math. However, there is a need for time and systems to help teachers analyze student data to determine progress in order to modify instruction to meet the needs of students. Although math is an area of concern for the school, staff stated that an emphasis has been placed on ELA because the school plans to use another math program in 2019-20. School leaders should establish data systems and structures to help teachers improve pedagogical practices and adjust their instruction in math and ELA based on these data systems.

Leadership and Organization at the School

- **The principal should assess, monitor, and develop the Professional Development (PD) plan so that it supports and sustains pedagogical practices and academic improvement at the school.** The IIT found that school leaders have provided PD to support the school's instructional focus of checking that students understand what they are learning. However, informal classroom visits to monitor and assess the implementation of the strategies learned during PD were not frequently conducted throughout the year. Teachers shared that they needed more clarity and support in implementing the strategies from PD. Restorative circles were introduced this school year as a pilot by teachers who attended the training and school leaders and staff have agreed to expand the program in 2019-20. Further, teachers stated that math and reading stations were also introduced this year, but more training was needed to help them understand what differentiated stations should look like in their classrooms. Teachers stated that some PD is provided to a few teachers, but that those PD trainings need to be more consistently turnkeyed with all staff and that they need support in implementing the different PD.
- **School leaders should provide all staff training for the new social and emotional learning initiative, before it is implemented throughout the school in 2019-20.** The principal presented the IIT with evidence of plans to implement RULER training as a social and emotional learning construct next year. Teachers interviewed stated that a few teachers received training this year in preparation to work with their peers to implement RULER during the 2019-20 school year. School leaders should develop a system to ensure that all teachers are trained and then implement RULER in their classrooms consistently across the school so that they are able to support the social-emotional learning needs of all students.

Learning at the School

- **The school leaders should check that all teachers fully understand how to check student understanding at the beginning, middle, and end of each lesson.** The school leader shared that the instructional focus for 2018-19 was for teachers to check student understanding as lessons progressed. Classroom visits demonstrated that this remains an area in need of focus, as there was little evidence of checks for understanding taking place throughout lessons. In the future, the school leader should consider utilizing resources to support teachers in consistently implementing learned PD strategies in this area and then in monitoring assessment practices to determine their impact on student achievement.
- **Teachers should plan and implement instructional activities that are differentiated to meet the needs of all learners.** While the school leader stated that clear learning objectives for every lesson are an expectation in all classrooms, the IIT found that not all objectives were clear, or standards based. While in some classrooms, students engaged in Science, Technology, Engineering, and Math (STEM) activities where students used different modalities to work through a process of discovery, and some differentiated supports were displayed in a few classrooms, such as visual scaffolds, these was not typical across classrooms. Teachers will need to develop lesson plans and instructional activities that support a range of learners in order to help all students obtain mastery of learning objectives and planned skills.

Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Parents reported that they would like translation help, so that they can better support their children's learning in the dual language classes.** Parents interviewed who are English speakers shared that they would like to help their children at home, but they are not fluent in Spanish. The parents who are native Spanish speakers stated that they would also like an explanation on how to successfully complete assignments but in English.
- **Teachers reported that students in crisis need more support.** Teachers shared that the school should identify a go to person to assist them to de-escalate crises with students when they occur in their classrooms. Some students interviewed shared that there are certain staff members that they go to when they need to talk to someone. Teachers suggested perhaps the creation of an obstacle course made of tape in classrooms, or in a few places in the school, for students to use their bodies to build Occupational Therapy (OT) skills and help release energy, before returning to their classroom could be helpful.
- **Teachers would like ongoing support to improve their capacity to use the curriculum with consistency and fidelity.** Teachers interviewed shared that the school's curriculum often changes. They said that new programs, such as the new math program that has been adopted for next year, are frequently added, but are rarely supported with ongoing PD and coaching. Teachers stated they would like PD, coaching, modeling of lessons, and support, in order to address curricular issues, grade level expectations, and the alignment of standards.
- **Students reported that they would like to be able to go to the school library after school to do homework and work on special projects using technology.** Students interviewed shared during the student focus group meeting that they would like to be able to go to the library after school because they do not have access to technology at home and need a quiet place to do their homework.