Quality Review Report

2016-2017

P.S. 124 Yung Wing
Elementary 02M124
40 Division St.
Manhattan
NY 10002

Principal: Alice Hom

Dates of Review:
January 19, 2017 - January 20, 2017

Lead Reviewer: Clarence Williams Jr.
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 124 Yung Wing serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
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## School Culture

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
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## Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 4.2 Teacher Teams and Leadership Development | Rating: Well Developed |

Findings

All teachers are involved in inquiry-based team meetings that have strengthened instructional practices and student learning. Across all grades and subjects, teacher teams analyze student work and data of all students.

Impact

Pedagogical strategies and student mastery is evident across the school to promote instructional coherence and improvements in teacher practice for all learners

Supporting Evidence

- The principal stated that all teachers are involved in inquiry-based teacher meetings. An example was presented in a meeting to address English Language Learners (ELLs). Teachers used what they referred to as a “Menu of English as a New Language Strategies.” They discussed building background knowledge, sentence frames/starters, visuals, pre-teaching vocabulary and total physical response. These practices were evident in the vast majority of classes visited. One example was seen in a grade two class where ELLs and students with disabilities were observed participating in a guided reading lesson using sentence frame starters while reading the book A Snowy Day. Students were writing sight words on index cards and annotating the text. Teachers have stated that as a result of the inquiry-based collaborations, students' Dynamic Inventory of Basic Elementary Literacy Skills (DIBELS) scores at the end of grade 4 went from seventy three percent to ninety two percent from 2016 to 2017. The principal also stated that math teachers collaborate to ensure that plans differentiate instruction. An example was seen in a grade five math lesson that listed strategies for different students and allowed students to select the strategy that they were most comfortable using to complete the task. For example, students had the option of choosing to either simplify first when dividing or use equivalent problems as they progressed through the problem.

- Teachers and administrators participate in study groups. An example was presented that focused on fluency strategies in reading centers with grade three teachers. The team targeted students scoring below benchmark on mid-year assessments. Strategies discussed were building words with suffixes and base words, using context in sentences to determine word ending for accuracy, asking questions during reading to help students self-monitor and check for text meaning and revising the informational writing rubric to share with the vertical team. Teachers have stated that the use of fluency is a school-wide practice that is shared with all teams. Evidence of fluency was observed in all English Language Arts (ELA) classes visited. For example, in a guided reading lesson, students were required to tap out words looking for the “n” sound such as paint and pail. Teachers have stated that the use of fluency to promote phonetic awareness has led to an increase for grade one students in DIBELS benchmark scores from 41 percent to 86 percent.

- A kindergarten/grade one team analyzed DIBELS. They discovered that students struggled in phonemic awareness and then used elements of the Fundations curriculum and worked with the literacy coach to supplement the curriculum to support phonemic awareness. They updated the first reading unit map using “Building Good Reading Habits” to build students’ phonological awareness. As a result, school leaders and staff have stated they have seen increased mastery in class level work, assessments and student participation. Teachers presented an agenda from a teacher-led meeting on technology. The goal was for teachers to add content into the SMART notebook to enhance the lesson and also to store images for future lessons to enhance teacher practices. Teachers were trained to insert audio and video files for all learners, including students with disabilities and ELLs. Teachers were also trained on how to capture an image in order to create lesson plans that support visual scaffolds and differentiated instruction for all students. This was impactful as all classroom visited had elements of technology in the classroom such as electronic pictures for visual learners.
Area of Focus

| Quality Indicator: | 2.2 Assessment | Rating: | Proficient |

Findings

Across classrooms, teachers use assessments and rubrics that are aligned to the school’s curricula. Teachers are utilizing checks for understanding and student self-assessment, however these were seen inconsistently across classrooms.

Impact

Staff members provide actionable feedback to students and teachers regarding student progress so that effective adjustments are being made to teacher practice in order to meet the needs of all students, although there is inconsistent evidence of providing students with next steps.

Supporting Evidence

- Teachers use rubrics in most classrooms to assess student work. For example, a four-point writing rubric was used in a grade four class. Feedback to the student included, “Great work, next time try editing more. There are some places where punctuation was left out.” Other feedback included, “Reread and proof read”, and “well-written but please address run on sentences and some grammar issues.” Feedback was clearly evident, however the next steps of how to specifically improve the writing were not clear.

- In classrooms visited, teachers used a glow and grow format on a writing rubric to assess student work. Examples were seen on writing pieces submitted by students. One example of a glow included on an essay was, “Good job reading and proof reading,” and “Good use of adding specific details such as names and numbers.” Areas of growth included, “Run on sentences and grammatical errors,” and “Please continue to proofread your work.” Although the feedback contained areas of focus such as run on sentences and grammar, it does tell the student how to improve on other areas of writing.

- Across the majority of classrooms visited, teachers use self-assessments that allow students to critique their own work. A teacher submitted a three-column vocabulary checklist, consisting of “the vocabulary I didn’t know, the strategy I used to figure it out, and the definition.” Students were observed working in small groups using individual forms to write down a word they didn’t understand and then write down how they figured out what they word meant. In one example, the student used the word “primitive” as the word they didn’t know and used context clues to figure it out and based on that information defined the word to mean old. In another example, a student used the word convulse. The strategy that they used was to look it up in a dictionary and then use it in a sentence and figured out that the word meant to move or shake. In additional example in another class, a student stated, that they understood that a hagfish was blind and that they are unsure why they eat dead whales.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

The curricula emphasize higher-order thinking skills and academic rigor across all grades. There is also evidence that teachers use student work and data to plan and refine instructional tools.

Impact

The curricula include tasks that stress cognitive engagement for students with disabilities and English Language Learners (ELLs).

Supporting Evidence

- The curricula demonstrate higher-order thinking for students. A grade three unit on informational reading requires students to, “deepen their understanding by synthesizing from diagrams pictures charts and the text.” The unit also requires students to state what they know about a non-fiction topic what they already know about a topic, what they learned about it and orally express what they have learned about it. The essential question of the unit was, “How do every day informational readers use research skills to create deeper understanding, ideas and points of view about topics.” An additional example was seen in a grade nine math lesson plan. Students were required to use fractions and equivalent fractions to design a bike course. Students were required to use multiple strategies to support simplifying as a strategy for whole-number division.

- In most units reviewed, assignments included efforts to engage English Language Learners (ELLs) and students with disabilities. A grade one non-fiction unit demonstrated revisions for ELLs, including such strategies as, “Read fluently by stressing words and reading more smoothly, use different word solving strategies to help read hard words, pay attention to numbers, shape size and color words to notice the author’s craft.” The unit states that skills and strategies will need more than one day for English Language Learners to practice verbalizing and put their thoughts into writing and allows more time for students with disabilities. The unit is also revised with starters and prompts to work as scaffolds for ELLs to add more time to process their thoughts.

- Curriculum documents reflect cognitive engagement, such as one lesson that included small group instruction for student engagement. Teachers stated that this plan was revised after a review of running records and student classroom work that demonstrated that students had difficulty with reading comprehension One group was reading *The Snowy Day*; the assignment consisted of asking students questions such as “When it snows, is it cold or warm?” and “When we have a snowy day, what are some activities that you can do?” The teaching points included using pictures to help get information about the text. Another group was required to read the book *Good Boy, Buddy* and the plan engaged students by using prompts such as, “What is the lady doing? What do you think the dog is doing?” Teaching points included, “Good readers remember information to help them understand the end of the story (comprehension) and pay attention to ending words, (accuracy)."
Additional Finding

Quality Indicator: 1.2 Pedagogy

Rating: Proficient

Findings

Across classrooms, instructional practices reflect a shared belief that students learn best through student engagement and small group activities and they are aligned with the Common Core Learning Standards and instructional shifts. Student discussions and participation is evident.

Impact

In classrooms visited, students displayed high levels of thinking and participation, and they produced meaningful work products.

Supporting Evidence

- Teachers have stated that students learn best by being engaged with their peers. In a grade five English Language Arts collaborative team-teaching class, students were observed collaborating in work stations as they studied Aztec life. In one station a student was asked, “What do you want to know about Aztec daily life?” and the student responded, “I would like to know how they brush their teeth, how do they keep themselves clean and did children have jobs?” One student group was engaged in a conversation about what did they do with the children when they went hunting, and together they came up with different scenarios such as the children go with them to learn, or they children stay behind with the women. An additional example was seen in a grade three English Language Arts class. A student was engaged in a discussion with a peer on a writing exercise. The student mentioned to his peer that fairy tales are fictional. The student stated, “I agree because were reading about a princess in a castle and the teacher said it’s not a true story because the characters are not real.”

- Students displayed high levels of participation in most classes visited. In a grade four math class, students were working on drawing two rays at a ninety-degree angle to each other sharing a vertex. Students were seen participating eagerly by answering teacher questions and sharing noticings, following instructions and helping peers to follow along. An additional example was seen in a grade three reading lesson about how ants were like bees. Students were observed looking at pictures of the insects and discussing similarities such as working in groups and being small.

- The principal stated the school includes opportunities for small group instruction often in alignment with the commonly held belief about how students learn best. For example, in one grade three English Language Arts/reading students were engaged in a reading workshop entitled “Reading closely for text evidence to help build and clarify understanding.” The teacher was observed working with a small group, saying to the students “I noticed that some of you haven’t started reading yet or opened the book, why is that?” One student responded, “There might be details in the picture on the cover that will give me a clue to what the book is about.” Another group of students were reading the book Help! I’m Trapped in the First Day of Summer Camp and when asked what they liked about the book, a student in the group stated, “I relate to this book because I was scared to go to summer camp and this book helps me understand it better.”
Additional Finding

Quality Indicator: 3.4 High Expectations

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Findings

School leaders articulate high expectations to the entire staff. Teachers and staff are a part of a culture of learning that enforces high expectations to all students.

Impact

School leaders hold staff members accountable for school-wide expectations. Counselors support students as they prepare for the next level.

Supporting Evidence

- To help students prepare for the next level, grade five teachers involve students in mock interviews to help target career and education goals. Questions included, “What is your best subject?”, “What is something you want to improve about yourself?”, “What career do you see yourself in after you finish college?” and “Why do you want to come to school?” Students later shared how the interviews help them focus on careers and to begin having conversations about future goals. Students were asked the question about their best subject. One student stated that science was his best subject and he would like to be a veterinarian. The student further shared that they then received feedback regarding their career choices.

- The principal shares high expectations with the staff through the staff handbook given to all teachers that includes expectations for instruction. This includes the principal’s expectation that, “Starting in kindergarten, process writing is a celebrated part of our students’ literate lives. It is expected that time be set aside each day for writing.” The principal also has expectations for staff regarding dismissal procedures. She states in the manual, “Many teachers have a high five, pound or hand shake system to ensure that each child has left their care. It is important to establish this routine with your students on the very first day of school.” The principal has stated that teachers are expected to send home a monthly newsletter to highlight classroom activities, projects and assignments. This was impactful as the principal and teacher provided several examples of the newsletters. The principal has stated that all newsletters are reviewed and vetted for accountability purposes.

- Using the Advance rating report, the principal and assistant principals reinforce instructional expectations to staff that are aligned to the Danielson Framework for Teaching. A classroom observation report from the assistant principal stated that in regard to the expectation that teachers should be “growing and developing professionally,” they should “provide scaffolds/graphic organizers/post its with a specific focus for the students to use while reading independently in order to create critical reading habits that will help students to be more attentive, thoughtful and independent readers.” This will also help teachers to better assess the needs of students and accurately reveal their comprehension of the subject matter. This was impactful as the principal has stated that components of literacy will be a high expectation for this school year. The principal further stated that this teacher will be held accountable for adjustments with a follow up observation to reflect the feedback.
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Proficient |

Findings
School leaders support new teachers with informal and formal observations throughout the school year. They capture areas of strength and growth for teachers with written feedback.

Impact
School leaders promote growth and allow for reflection of teachers pertaining to their instructional practices with clear and concise feedback and expectations.

Supporting Evidence

- The principal has stated that she supports new teachers by giving feedback to improve pedagogy. To support the claim, the principal presented an informal observation of a new teacher from November. The report stated that the teacher was developing in the Danielson Framework for Teaching domain that involved “demonstrating knowledge of content and pedagogy.” The principal stated in her feedback the following, “While children in your guided reading group are reading independently, you should be reading one on one with them to observe reading behaviors.” The feedback also included working with another teacher to observe the class. “You shared that your colleague will observe you while working this group so she can provide you with feedback and possible suggestions.”

- The principal provided feedback to a teacher in the area of engaging students in learning. The feedback provided examples of how the teacher can improve engagement by stating, “Increase the level of engagement by displaying a copy of the text next to the SMART Board slide with the different types of leads. By providing students with a visual, you support students in attending visually in addition to listening to the oral reading of your model text.” Teachers have stated during interviews that the feedback they receive is consistent and constructive in their growth as teachers.

- School leadership has stated that teachers receive feedback on instructional practices but also are given next steps for follow up to ensure that there is follow through and measurable improvements. The principal wrote to one teacher under evaluator notes, using the Advance rating system, “When you gather to summarize the activity, I suggest using the document camera to display student writing so it can be enlarged for the entire class to view, and have the writer read aloud what they wrote. I look forward to seeing how your students progress in the upcoming months.” During the teacher meeting, most teachers stated that school leaders follow up with their comments with additional informal follow-ups.