Quality Review Report

2017-2018

P.S. 033 Chelsea Prep
Elementary 02M033
281 9 Avenue
Manhattan NY
10001

Principal: Chingchien Wang

Dates of Review:
October 12, 2017 - October 13, 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. 033 Chelsea Prep 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**

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>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</strong></td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td><strong>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</strong></td>
<td>Additional Finding</td>
<td>Well Developed</td>
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<tr>
<td><strong>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</strong></td>
<td><strong>Area of Focus</strong></td>
<td><strong>Proficient</strong></td>
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</table>
## School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Well Developed</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>
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<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 Well Developed</td>
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</tbody>
</table>

## Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Additional Finding</th>
<th>Proficient</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>
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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>
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<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>
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<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>
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<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>
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<tr>
<td>Additional Finding</td>
<td>Proficient</td>
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<tr>
<td>Additional Finding Well Developed</td>
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<td>Additional Finding</td>
<td>Proficient</td>
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Findings

School leaders support social-emotional learning and behavior with by ensuring that student voices are heard and valued. Schoolwide practices are designed to support social-emotional support for personal behaviors.

Impact

There is a safe and inclusive school culture in which students have a voice and in which support structures positively impact student personal and academic behavior.

Supporting Evidence

- Student voices are valued across the school. For example, every student had input on the construction of a new playground. By class, each student voted and collectively approved the blueprints for the playground. Students also had input and final decision on the approved design. Students also have a voice in scheduling. A grade five student wrote an article in the school newsletter proposing that recess should be extended for all students. The student cited articles and books that demonstrate how recess contributes to learning and academic achievement. As a result student recess was increased in the schedule to reflect daily recess for all students. Students have stated that they have made previous requests to adjust the recess schedule with their teachers. Students feel they have a voice in the school that contributes to school improvement relating to the physical building as well as the cultural climate. Every student interviewed stated that one of the best things about the school is how their voice is valued. One student stated, “Every student in the building has a say in school improvement and instruction.”

- School leaders and teachers have various structures in place to ensure that individual students are known by staff members to help improve student social-emotional growth. Teachers participate in a program called "Buddy up and Meet up." This program allows teachers to partner with individual students on a rotating basis to discuss academic and emotional concerns. One student stated that they discussed bullying with their buddy teacher. As a result of such bullying concerns voiced by students, teachers and school leaders are starting an anonymous website for students to discuss their experiences. The guidance counselor also has regularly scheduled lunch clubs with individual students twice per week. Students have stated that this has allowed them to feel safe and school because they know they have someone they can go to. As a result of these structures, students’ personal and learning needs are supported.

- The school has a Socio-Emotional Learning Committee. The team focuses on student well-being and behavior management. A professional development agenda presented illustrated the use of “The Calm Corner.” This is a space that every classroom has to provide quiet time for students to be redirected when behavioral difficulties occur. One teacher provided an example where the student made the decision to go to the calm corner and was later able to rejoin the class and complete the classroom assignment. This has allowed students to remain in class and be acclimated into their instructional groups without missing instruction time. Students also have monthly sportsmanship meetings that require all students to discuss examples of citizenship that they have displayed. Examples from students included helping with homework, listening to someone’s problems, and assisting a teacher afterschool. These initiatives support students' academic and personal behaviors.
Findings

Teachers use rubrics to assess students. Although the feedback is actionable, it does not yet consistently highlight students’ next steps for learning. Assessments across classrooms consistently include checks for understanding, however they are not varied and do not consistently include student self-assessment.

Impact

Teachers and students have access to actionable feedback; however, there are missed opportunities meaningful feedback in some cases preventing student awareness of their next steps or their ability to check their own learning progress.

Supporting Evidence

- A grade one class displayed student work that included feedback that included next steps, but did not provide meaningful comments to expand on student learning. Feedback included, “Great job. You wrote a great beginning to your story. Remember to use punctuation.” An additional example stated, “Great job adding detail to your illustrations. Remember next time to write a beginning.” Although the feedback contained follow-ups for the student, it did not reflect how the student can write a beginning to reflect mastery.

- A grade three class used glows and grows for an English Language Arts (ELA) writing class. For one student, glows included the student’s use of varied punctuation to demonstrate feeling and expression. Grows included “Try and vary the beginning of your sentences using different transition words.” An additional example provided stated a glow that included, “Good use of dialogue in your lead.” Grows included “Introduce your characters sooner in the beginning of your story to further help the reader understand the story.” This feedback was actionable, however it did not extend to the next learning steps for the student.

- Adjustments to instruction were evident in classes visited. In a grade five writing class, students worked in small groups. One group observed was working on writing bit-by-bit action. The teacher asked, “How does the bit-by-bit action build the story?” Students did not answer the question. The teacher stated, “Some of you are having difficulty with bit-by-bit action.” The teacher began to discuss the process by demonstrating the process of sliding down a mountain stating, “My arms are slipping, my hands are slipping, I’m slowly sliding down the mountain.” The teacher asked the students to provide their own examples. One student read the following example from their personal narrative stating, “I cut my finger, it began to bleed, then it started to hurt.” After the example the teacher asked the students if they had any questions before they continued their work. Students stated they had a clearer understanding of bit-by-bit action. An additional example was seen in a grade one math class. The teacher checked for understanding by asking clarifying questions. She asked the whole group how the term “total” applied to math problem. She stated, “I noticed some students were having difficulty with the term ‘total.’” She provided an example stating, “Total is the amount you added together. How many do we have in total in the number sentence?” While these checks for understanding were demonstrated in most classes visited, they were not further supported with systems of student self-assessment, thus hindering student awareness of progress and next steps.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders and teachers ensure that the curricula are strategically integrated into the Common Core Learning Standards. The curricula are refined based on student work.

Impact

College and career readiness is reflected in the curricula for all grades. Curricula are refined to ensure cognitive engagement for all students, including the lowest and highest achieving students.

Supporting Evidence

- School leaders and teachers ensure that curricula and tasks are designed to engage a variety of learners. All classrooms use extensions to support high-level learners. A decimal work sheet was used in a math class for students who finished their work early. The activity sheet required students to choose any combination of exercises that included creating a game cube using three cubes and writing a letter to parents about how decimals are a part of everyday life. One student stated, “I like the enrichment math groups because I do well in math and the teachers acknowledge that.” An additional example of support for higher learners seen was a place value worksheet for on place value that tied into real world connections. Activities included creating a mobile to represent the population of a state and researching the distance of planets in the solar system. To support lower-level students, graphic organizers were presented in grade five that illustrated a plot graph to organize how a story is developed through rising action, climax, and falling action. An additional graphic organizer with a flow chart for the big event, solutions, inclusion and conclusion was used for students to assist with organizing ideas.

- College and career readiness is reflected in the curriculum in all grades. A kindergarten unit plan included a project that required students to apply to medical school and go on trips to medical facilities. Students were required to do a report on the brain. A grade two unit required students writing a comprehensive report on ornithology. The unit required students to select a bird and complete a report for a presentation. A grade three math class used Common Core Learning Standards to develop students’ ability to apply different strategies to problem solve. The standard stated that students will be able to “apply properties of operations as strategies to multiply and divide.” A teacher stated that lesson allowed students to use different practices and develop skills to problem solve using different strategies. As a result students have a ninety-six percent next level readiness based on courses passed. To further support integration and alignment to college and career readiness, a grade three lesson plan had students participate in a letter writing campaign to their parents about different careers that they would like to learn more about.

- Data from student work samples and interim assessments demonstrated that students with disabilities were having difficulty with writing in a grade three class. The teacher refined the curriculum to include the “Up the Ladder” curriculum so that students are exposed to the writing process through books that help them with the writing workshop process. As a result, students on average improved on a classroom narrative pre-assessment. In math, teachers refined the curriculum to reflect a split curriculum in which students who struggled in math based on the previous New York State Assessment. The curriculum was refined to reflect multiplication strategies including partial products doubling and halving as well as five and ten times tables. As a result of this refinement, ninety-six percent of students in the program are meeting math standards.
### Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

Across classrooms, teaching techniques reflect strategic multiple entry points and scaffolds. Student discussions are evident in all classrooms.

**Impact**

All students demonstrate higher order-thinking skills in meaningful work products. Students work reflects high levels of ownership and participation.

**Supporting Evidence**

- A grade one math class demonstrated student ownership as a student was observed working on a software program solving word problems using addition and subtraction. The student selected his own level of difficulty after the teacher asked where he saw himself. The student stated, “I want to have a challenge. If I don’t know it, I’ll go back to the other lesson and practice.” An additional example of ownership was seen in all of the independent reading groups observed. Students selected books based on their interest and were able to have discussions about why the book had individual importance to them. A student stated that they were reading the book *Waiting* because “I have to understand that I need to have patience as I struggle with new ideas, that’s why I chose this book.” This was impactful as all students interviewed stated that they choose their own books for independent reading and as a result, they are reading more.

- In every class observed, students were engaged in discussions. In a grade three science class, students were observed using higher-order thinking skills and discussing their observations after experimenting with gummy bears. One student stated, “I believe the texture changed because the water changed the properties but I want to know why so I can talk about it.” Another student stated, “I agree but I believe it will change even more in the salt water.” Students also took ownership of the discussion by having a peer facilitate the discussion. In a grade two ELA class, students were discussing vocabulary words from their independent reading. One student discussed the term “iron” in the story she was reading. She stated, “The character in my story has an iron will because she will never give up, neither will I.” Another student stated that the term beggar refers to the character in *Tye May and the Magic Bus*. She said the character is a beggar and when she sees people doing it so she feels bad for the person in the story. High levels of student engagement were observed in all classrooms visited.

- Multiple entry points were used in all classrooms visited. In a grade three math class, students were working on multiplication at different stations around the classroom. Each station was designed to meet the needs of different learners. One station observed was a “Factor Freeze.” Students took turns rolling the dice and multiplying by seven. The teacher stated that this group was selected based on the scaffolds that they needed to improve on multiplication. An additional station was observed using “Multiplication Tic tac Toe.” Students were required to answer various multiplication facts. High quality supports included extensions for higher students consisted of matching division facts to the correct division product. Students were strategically regrouped according to their progress. One student transitioned from “Factor Freeze” to the division extension based on her success. In a grade five ELA class, students were observed working at different stations based on beginning of the year assessments and last year’s New York State tests results. One group was working on their personal narratives and providing detail in their writing. Another student was working on figurative language. She stated, “I’m learning about actual and figurative language.” This is impactful as the school has moved from fifty-six percent proficiency in the ELA state exams to sixty-four percent.
Findings
School leaders communicate high expectations to staff members through various modes of communication. Leaders are able to effectively communicate expectations for college and career readiness to families.

Impact
Teachers are provided training for high expectations and have mutual accountability for schoolwide expectations. School leadership successfully partners with families to support students in meeting expectations.

Supporting Evidence

- Instructional expectations are defined for teachers at the beginning of the year in a staff handbook. One example outlined in the handbook is the use of ongoing conferencing to drive instruction. Beginning of the year conferences are held to go over the handbook. The handbook states that all teachers must have ongoing conferencing to drive instruction. Teachers have accepted accountability for this directive by helping to create various methods of conferencing based on instructional styles. All teachers were observed using conference notes that they constructed to meet the needs of their students. A teacher stated, “We have shared accountability to make sure we adhere to the expectation that all students’ progress is recorded and monitored.” An additional expectation of mutual accountability was seen in the initial planning conferences. The principal and the teachers have conversations to discuss goals for the year based on student data. An example was seen in Initial Planning Conference notes that stated that the principal and the teachers collaborated on goals such as strengthening math instruction and routines based on assessment data including state tests. Teachers have stated that the conferencing and collaborating with the principal allows for shared accountability of goals expectations.

- The principal communicates expectations through professional development. The school community has a professional learning community that is guided by the expectation that all professional learning must be data-based. For example, a review of student performance on math showed that student math scores did not move from the previous state assessment. As a result, the focus of upcoming professional learning will be math instruction. Professional development planning included math data for grades three and four for the previous five years, compared to grade five which showed improvement the previous year.

- School leaders effectively communicate with parents by collaborating with the school community to support the school theme of “Reaching New Heights”, an initiative designed to promote parent involvement. It includes a newsletter to parents. It states the need for parents to collaborate with the school community on transforming the school into a positive learning community to celebrate diversity and kindness. This was successfully implemented as parents demonstrated partnerships by participating in “Class Parents.” This initiative allows parents to be active participants in classroom instruction and follow their child’s schedule. Parents have stated that the experience of sitting in their child’s class helps better inform them of what is happening in the classroom. School leaders also communicate college and career readiness to parents by holding a monthly meeting with parents called “Coffee and Conversation with Cindy.” The meetings give parents an opportunity to discuss college and career readiness. A parent stated, “These meetings help me understand what my child needs to do academically to move on.”
### Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

All teachers are engaged in inquiry-based teacher team collaborations. Teacher teams analyze student data and performance systematically.

**Impact**

Teacher collaborations result in improved teacher practice across classrooms. Student academic performance has shown mastery of goals for student groups.

**Supporting Evidence**

- A grade three inquiry-based teacher team meeting was observed. Teachers reviewed student data which consisted of personal narrative writing samples of low, medium, and high-performing students. They began by norming what they should look for in student work. They also looked at trends and patterns of student work across all levels. They looked ahead to the next writing unit and discussed predictable outcomes. They noticed that low-performing student patterns included lack of balance in dialogue, not zooming in on the moment and inability to bring out internal thinking and thought. High-performing student noticings included very descriptive language, strong structure, and strong voice. Teachers also shared each other’s conference notes that highlighted that some students needed to balance dialogue with action while others needed to use descriptive language and transition words. Teachers discussed instructional practices to improve these specific student outcomes. Adjustments included rebuilding small groups to target common problems and revisiting on the second unit to expand on informational writing. This was impactful as all classroom visited demonstrated a focus on writing. An additional example was seen in grade one teacher team minutes that showed teacher roles for vertical alignment across the content areas and going over parent resources. All teacher team teacher minutes followed the same protocol.

- Teachers have stated that instructional practices have improved based on teacher team collaborations. As a result of collaborations, teachers have learned to look at data to create flex grouping that allows teachers to work with students outside of their classes based on the individual needs of the student. Teachers have stated that this provides them with different resources to share with each other. The flex group teams meet to create a curriculum that addresses the needs of their students. For example, a math team created a strategy for multiplication which included doubling and halving which allows for the student to double the number of number groups and creating halves to equal the amount in each group. Teachers and students have stated that flexing the schedule has improved student class work.

- Student outcomes and mastery have improved as a result of teacher team work. With one of the instructional foci on writing, the result shown sixty-eight percent level three and four with forty-seven percent being level four and grade four cohort students increasing from twenty-two percent to sixty-four percent. School leaders have stated that the growth is due to the work of the teacher teams and their focus on writing. Teams also discussed math data which included a sixty-three percent proficiency in grade five, which represents a twelve percent increase. This progress in attributed to the math initiatives that teacher teams have collaborated on building small database groups and flex scheduling and planning.